



Pupil premium strategy statement - Raddlebarn Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. In September 2021, we created a three-year strategy therefore, this plan will develop and be evaluated each academic year.

The strategy begins with the pupil premium funding allocations including the recovery premium for the 2022 – 2023 academic year, which leaders have evaluated and use to plan this academic year (2023-2024)

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview 2021-2022

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Angela Lowry, Head Teacher
Pupil premium lead	Lisa Naughton, DHT, Sally Clements, Inclusion & Pastoral Leader
Governor / Trustee lead	Stuart Cross, Governor for Pupil Premium

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£118,260
Recovery premium funding allocation this academic year	£12,905
Early year Pupil premium funding (£302 per pupil)	£0
Total budget for this academic year	£131,165

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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School Overview 2022-2023

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Angela Lowry, Head Teacher
Pupil premium lead	Sally Clements, Inclusion & Pastoral Leader
Governor / Trustee lead	Claire Peterson, Governor for Pupil Premium

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£128,805.00
Recovery premium funding allocation this academic year	£13,920
Early year Pupil premium funding (£302 per pupil)	£2,416.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,141.00

School Overview 2023-2024

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	23% (99)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Angela Lowry, Head Teacher
Pupil premium lead	Sally Clements, Inclusion & Pastoral Leader
Governor / Trustee lead	Claire Peterson, Governor for Pupil Premium

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£139,680 (£50,120.60) £189,800.60
Recovery premium funding allocation this academic year	£14,210
Early year Pupil premium funding (£302 per pupil)	£4,228.00 (based on 14 children)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£189,800.60

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Raddlebarn is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by susceptible pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs and will complement each other to help pupils excel. To ensure that they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Ensure our staff set high, yet challenging expectations for all our children, regardless of their background

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils
- Ensure pupils can read fluently and with good understanding to enable them to access the curriculum
- Develop knowledge, skills and understanding as well as confidence in Maths across the school
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to continue to develop resilience
- Access opportunities which develop their knowledge and understanding of the world they live in

Achieving our objectives:

In order to achieve our objects and overcome identified barriers to learning we will:

- Provide teachers with ongoing CPD to ensure pupils access Quality First

- Provide targeted intervention and support quickly to identify and address gaps in learning including the use of small group work
- Target funding to ensure all children have access to trips, residential, first hand learning experiences
- Provide appropriate Pastoral support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

We will ensure that effective learning, data and assessment meets the needs of all pupils through the analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults in school.

Challenges - Pupil Premium

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Challenge	Detail of challenge
1	Social, emotional and mental health	<p>Our assessments and observations, alongside discussions with families and children themselves, have identified social, emotional and mental health issues.</p> <p>Over time, there has been an increased number of referrals made by class teachers and TAs</p> <p>Every half term, just over half of disadvantaged pupils, including those who are disadvantaged and SEND attend therapeutic groups to improve their social, emotional and mental health</p>
2	Gaps in reading, writing, maths and phonics	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling behind age related expectations in the majority of areas</p>

3	Attendance & Punctuality	<p>The lowest 20% across the school for reading, writing and maths are mainly disadvantaged pupils who fall below the 90% attendance threshold, making them persistently absent from school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' results.</p> <p>There are identified families for whom punctuality is an issue. This is resulting in the children missing vital parts of core lessons at the start of the school day.</p>
4	Speech, language and communication needs	<p>Assessments and observations from both school (Wellcomm, Word Aware in both primary and EYFS) and external agencies (NHS SALT) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery aged children through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers</p>
5	<p>Enrichment & Aspirational opportunities</p> <p>(encouraging all disadvantaged children who are middle or higher ability to reach their fulfilment)</p>	<p>Observations from teachers in school indicate that many disadvantaged pupils have not taken up after school clubs</p> <p>This has had an impact on attainment and how the children have been learning using non-traditional methods (eg, learning how to play chess to improve maths skills)</p>

Challenges - Early Years Pupil Premium

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Challenge	Detail of challenge
1	Social, emotional and mental health	<p>Our assessments and observations, alongside discussions with families and children themselves, have identified social, emotional and mental health issues.</p> <p>Over time, there has been an increased number of referrals made by class teachers and TAs</p> <p>Every half term, just over half of disadvantaged pupils, including those who are disadvantaged and SEND attend therapeutic groups to improve their social, emotional and mental health</p>

2	Speech, language and communication needs	<p>Assessments and observations from both school (Wellcomm, Word Aware in both primary and EYFS) and external agencies (NHS SALT) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery aged children through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers</p>
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Intended outcomes – Pupil premium

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve children's social, emotional and mental health</p> <p>To improve disadvantaged children's attendance to 96%</p>	<ul style="list-style-type: none"> School learning mentor, as part of the pastoral team will work with children, delivering therapeutic groups, as well as pastoral support in class as part of their offer to improve social, emotional and mental health Inclusion & Pastoral Leader to successfully complete Senior mental health Lead for across the school, imparting knowledge to all members of staff to improve SEMH Data from pupil voice, teacher observations to see sustained high levels of wellbeing Enrichment and aspirational activities will see a clear increase in the number of children attending, especially those who are disadvantaged Attendance lead will see a marked increase in the number of children who are disadvantaged attending school more – Early Help will be offered and there will be more families taking up this offered to support their children's life chances Children who are disadvantaged will make better progress because of their increased attendance
To improve reading, writing, maths and phonics across all 3 phases	Phase 1, including Early Years:

	<ul style="list-style-type: none"> • AHT to work with identified disadvantaged pupils to raise standards, improve progress and attainment • AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment • Upon data capture, around 90% of pupils in Year 1 will have passed the phonics screening check (2024) • Upon data capture, around 70% of pupils to be working at Phase 3 by the end of Reception. For those who are not, early identification and intervention is necessary • Identified children will work with Beanstalk to improve their oral reading skills and comprehension <p>Phase 2:</p> <ul style="list-style-type: none"> • AHT to work with identified disadvantaged pupils to raise standards, improve progress and attainment • AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment • Upon data capture, around 90% of pupils in Year 2 will have passed the phonics screening check those who didn't pass in Year 1) • Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension <p>Phase 3:</p> <ul style="list-style-type: none"> • DHT to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment • DHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise
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	<p>standards, improve progress and attainment</p> <ul style="list-style-type: none"> • As a result, phase 3 reading outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • As a result, phase 3 maths outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • As a result, phase 3 writing outcomes for 2024 will show that more than 72% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • Identified children will work with Beanstalk to improve their oral reading skills and comprehension
To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able	<ul style="list-style-type: none"> • All children across the school, from N through to Year 6 will have participated in a theatre-based workshop to improve their oral language skills (Playhouse, REP) • Early identification and interventions will be offered to all children who need it following Wellcomm in N and RBA in Reception • Identified children to work with the in-house SALT; this over time will show a reduction in the number of children receiving NHS SALT across the school

Intended outcomes – Early Years Pupil premium

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<p>To improve children's social, emotional and mental health</p> <p>To improve disadvantaged children's attendance to 96%</p>	<ul style="list-style-type: none"> • School learning mentor, as part of the pastoral team will work with children, delivering therapeutic groups, as well as pastoral support in class as part of their offer to improve social, emotional and mental health • Inclusion & Pastoral Leader to successfully complete Senior mental health Lead for across the school,
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	<p>imparting knowledge to all members of staff in order to improve SEMH</p> <ul style="list-style-type: none"> • Data from pupil voice, teacher observations to see sustained high levels of wellbeing • Attendance lead will see a marked increase in the number of children who are disadvantaged attending school more – Early Help will be offered and there will be more families taking up this offer in order to support their children's life chances • Children who are disadvantaged will make better progress because of their increased attendance • All parents will understand the implications of good attendance and how this improves their child's life chances
To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able starting in Nursery	<ul style="list-style-type: none"> • All children across the school, from N through to Year 6 will have participated in a theatre-based workshop in order to improve their oral language skills (Playhouse, REP, Hippodrome) • Early identification and interventions will be offered to all children who need it following Wellcomm in N and RBA in Reception • Identified children to work with the in-house SALT; this over time will show a reduction in the number of children receiving NHS SALT across the school

End of Key Stage Two Statutory Assessment Targets

We firmly believe that by addressing our children's challenges and achieving our intended outcomes, our disadvantaged pupils' attainment will improve in the medium to long term; we see them as the crucial building blocks to sustained academic achievement. Below, we have set out our targets for end of key stage two statutory assessments for the next three years in relation to our pupil premium pupils. These targets are based on the most recent assessments for each cohort and a thorough analysis of the pupils as individuals (which are given in the first column)

Cohort	Last asmt (when)	Reading target	Reading actual	Writing target	Writing actual	Maths target	Maths actual

2023 KS2 SATs 20 pupils			65% Exp 15% GD		60% Exp 15% GD		35% Exp 5% GD
2024 KS2 SATs 11 pupils		80%		73%		80%	
2025 KS2 SATs 17 pupils		80% 11/13		77% 10/13		85% 12/13	

Activity in this academic year - Pupil Premium

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training to be delivered in the Summer term 2023 (£3000)	Jason Bangbala, educational consultant, specialising in behaviour management, coaching and structured play to deliver training to all staff on how to support children in school using a variety of different techniques. Identified key children in school who meet layers of RHRT EH or are CIN/CP communicate to staff through their behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1
Senior Leaders (AHT/DHT) to work with staff, coaching and training to raise standards in core subjects and improve progress and attainment (£50,000)	To train, coach and support Year 6 & Key Stage 1 staff to raise standards in core subjects and improve progress and attainment	2
NHS SALT to provide CPD for Teaching assistants and teachers so targeted intervention for children requiring SALT can continue. (£4,881.30) - academic year 2023-2024	All pupils need the skills to segment, blend, read on sight words for them to make progress and secure attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	2,4
Century Tech training for KS2	https://www.century.tech/news/catch-up-premium-the-updated-dfe-guidance-explained-2/	2, 4

<p>staff on how to use program to identify gaps in knowledge and address misconceptions</p> <p>£300 estimated cost</p> <p>21.9.23 - training to be delivered</p>		
<p>Whole staff training on collaborative techniques (Kagan)</p> <p>£1922.50 cost including resources</p> <p>TTD 24.5.24</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	2,4
<p>Early Years training for whole school staff</p> <p>£2500 max – awaiting final figure and TBC</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-effective-professional-development-in-the-early-years</p>	2,4
<p>Training for Maths lead - Mastery maths; Power maths</p> <p>£2000</p>	<p>Power Maths is a whole-class mastery programme for Reception to Year 6 empowering teachers to make maths an adventure for all children. Works in partnership with White Rose Maths</p>	2
<p>Maths lead to train and coach all staff on Power Maths, linked to White Rose</p> <p>£500</p>	<p>Power Maths is a whole-class mastery programme for Reception to Year 6 empowering teachers to make maths an adventure for all children. Works in partnership with White Rose Maths</p>	2
<p>Staff training – poetry, developing</p>	<p>Spoz (Esposito Giovanni), to deliver poetry training through team teach workshops to staff in order to develop oracy skills for the pupils</p>	2,4

oracy skills for the children £405		
Staff training and updates for anti-bullying, bespoke to Raddlebarn £366	Kidscape training session for staff on anti-bullying, raising awareness of bullying within school, role and involvement of others, bespoke training to support all involved <u>Improving Behaviour in Schools EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1
Staff training on safe handling of children £3506.40	Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.	1
Ongoing CPD for all staff through National College £1495.00 - academic year 2023 - 2024	Ongoing CPD – through National College <u>Effective Professional Development EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken	Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u>	4

<p>language skills (Playhouse)</p> <p>Anti bullying workshops for whole school – September 2023/January 2024</p> <p>£3500.00 for 16 workshops</p>		
<p>Working with the REP theatre, acting and performing</p> <p>£2750.00</p>	<p>All children across school to work with the REP theatre to support their speaking and listening skills</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4, 1
<p>Engaging with Century Tech program, using Artificial Intelligence to identify gaps in knowledge, addressing misconceptions and personalising content, pathways and questions for pupils, providing target interventions for Year 6, 5 and 4 (pilot scheme)</p> <p>£2520 + £5040</p>	<p>Gaps in knowledge and addressing misconceptions as well as personalising content and providing target interventions for pupils can be an effective method to support pupils following the pandemic to identify the gaps in knowledge:</p> <p>https://www.century.tech/news/catch-up-premium-the-updated-dfe-guidance-explained-2/</p>	2
<p>To raise standards in reading for disadvantaged pupils, implement a program of intervention for least able disadvantaged in reading (Beanstalk)</p>	<p>Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2

£2640 - for academic year 2023 - 2024		
<p>Learning mentor to work across the school delivering both pastoral support in class and therapeutic work with small groups of children as part of their offer to improve social emotional and mental health and to break down barriers to learning</p> <p>£25,595</p>	<p>For pupils to learn and engage successfully with the curriculum it is important that any underlying social emotional and mental health issues are addressed as a matter of urgency: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/mentoring</p>	1, 2
£4541.38	Power Maths Teacher Guides - Power Maths is a whole-class mastery programme for Reception to Year 6 empowering teachers to make maths an adventure for all children. Works in partnership with White Rose Maths	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,261.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer further opportunities to develop disadvantaged pupil's life chances by subsidising clubs, trips, residential, music lessons	Research has shown that providing pupils with additional opportunities increases their chances of improved attainment at school and closes the disadvantaged gap Life skills and enrichment EEF.org.uk)	5

£4000 – Music/clubs £3000 - Trips		
Contingency fund for acute issues eg uniform, school meals, Funshine £2000	Based on our experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have yet been identified:	All
To ensure that pupils who are disadvantaged achieve at least 96% attendance over the academic year Learning mentor to have informal meeting when attendance dips below 96% £1000	Evidence and research suggests that good attendance in school significantly improves attainment in all children, including those disadvantaged: https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	3
To support disadvantaged pupils in developing their reading by providing 1 book each term for disadvantaged pupils (Roving Books) £5000	Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4
Annual subscription to Beacon 360, behaviour support £599.88 until November 2023	Staff can access the videos and other training materials to support children with additional behaviour needs	1
To improve children's oracy skills and further embed British values	Picture News for EYFS and primary, annual subscription until Feb half term 2024 CALENDAR Resources tailored for EYFS, and primary with relevant and meaningful links to British Values as well as supporting personal development	1,4,5

and 9 protected characteristics		
£320		
To improve children's understanding of anti-bullying £347.56	Anti bullying resources – books brought to display and use around the school to link in with No Outsiders and anti-bullying Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1
£500	Author/poet for world book day, encouraging children to read more for pleasure	4
£2500 (possibly £5000) TBC	Outdoor Play and Learning - Research shows that children's mental and physical health is getting worse and that great play can make it better. OPAL wants every school to plan for, resource and evaluate the quality of their play provision as if it were an important human right, essential to all aspects of children's development and a source of joy and happiness that every child can access because it is all of these things Physical activity EEF (educationendowmentfoundation.org.uk)	
£5000	Many disadvantaged children don't access extra curricular activities outside of school. By transporting children from venue to venue, we can ensure that they are able to access activities	5

Total budgeted cost: £ 185,261.60

Activity in this academic year - Early Years Pupil Premium

This details how we intend to spend our EYFS pupil premium **this academic year** to address the challenges listed above.

Budgeted cost: £4228.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues (£100 per term)	Based on our experiences and those of schools like ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have yet been identified:	All

<p>Programs to improve oracy in EYFS</p> <p>£60 - new price for academic year??</p>	<p>Helicopter Stories – to improve oracy in EYFS</p>	<p>1,2</p>
<p>£200</p>	<p>Outdoor environment – to improve the outdoor environment for all children in Early Years, giving opportunities for structured play</p> <p>Play-based learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Program to improve oracy in EYFS</p> <p>£240 - new price for academic year??</p>	<p>Tales Tool Kit – to improve oracy in EYFS and Reception</p>	<p>1,2</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our assessments and observations in the academic year indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all of our pupils and therapeutic targeted group or one to one intervention where required.

Our learning mentor was able to work with identified children and any child new to school to ensure that expectations were clear. She also improved the attendance of many of our children who were classed as Persistently absent and we managed to end the year in line with national, although the year started off with almost double that.

Although we were able to return to trips for our children, we continue to support them through residential theatre companies working within school, both the Hippodrome, Rep and Playhouse. We were also able to bring back our performing artists, Autin Theatre group, who demonstrated their new show to the children.

Our internal assessments during 2022/2023 suggested that our disadvantaged pupils were beginning to catch up in terms of progress made (see separate impact document from 2022 – 2023)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Go Read	

Service pupil premium funding (optional)

£335 per pupil

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Gaps identified in service children's education which was addressed with targets and therapeutic groups supported by Senior Leaders in school.</p> <p>Referrals made to external agencies for assessment and observation with recommendations given – this then provided targets for the class teacher to work on in order to support</p>
What was the impact of that spending on service pupil premium eligible pupils?	Confidence and skills-based improvements were seen amongst service children. The therapeutic groups gave the service children a sense of ambition and continued to support them in building resilience

Further information (optional)

Additional activity:

Our pupil premium strategy was supplemented by additional activity that was not being funded by pupil premium or recovery premium. This included:

- Utilising a DfE grant £1200 to train a Senior Mental Health Lead. The training that the Inclusion & Pastoral Leader has selected is through Leeds Beckett University and focuses on the following: Leadership and Management, Targeted support and appropriate referral, Identifying need and monitoring impact, Creating an ethos and environment including staff development, Enabling student voice as well as working with families, parents and carers, Curriculum, Learning and Development, Deep Dives, Action plan and attendance at a regional conference to discuss and share impact on school

Planning, implementation and evaluation:

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had intended. The Covid pandemic has had a significant impact on all the children especially those who are disadvantaged. External agencies were unable to visit children in schools and many health services were not able to conduct face to face visits.

We triangulated evidence from assessments, book looks, conversations with parents, teachers, and the pupils themselves to identify their challenges.

We looked at the EEF reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.