

# Pupil premium strategy statement – St Andrew’s Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	30 <sup>th</sup> December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Fran Martin
Pupil premium lead	Zoe Gartland
Governor / Trustee lead	Geoff Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,728.00
Recovery premium funding allocation this academic year	£4,640.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£0

# Part A: Pupil premium strategy plan

## Statement of intent

We are passionate about ensuring that every child leaves our school with the skills and experiences required to lead happy and successful lives. Children at our school develop their unique character with the support and guidance of the staff, their families and our church. Our vision and ethos is '**growing together** to unlock potential through a curriculum where pupils thrive and develop character, mastering knowledge and skills within a Christian community where **everyone** is valued and cared about'. We welcome **diversity** and pride ourselves upon the fact that we embrace a wide and varied community and that we always strive to achieve the highest standards possible. Through nurturing and care, we believe that from the day our children arrive at our school, they grow spiritually to be the very best versions of themselves. We, in partnership with their families and St Andrew's Church, will enable them to grow into strong, mindful young people with an inner confidence, who have a keen interest to support others and the world around them.

At St Andrew's Primary School, our ultimate objective is for no child to be disadvantaged educationally or otherwise whilst in our care. Our aim is that all pupils, irrespective of their background or the challenges they face, will make good progress and attain highly across all subject areas. We work tirelessly to ensure that our pupils succeed and have access to the best education and opportunities possible. We believe that every child deserves access to high quality teaching and a safe and happy environment where they can thrive. The relationships we build with the pupils and their families is at the heart of everything we do. The wellbeing of our whole school community is paramount and we work on these principles in order to deliver the best possible provision for our disadvantaged pupils.

### Key objectives

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Ensure early intervention to support our pupils, including a high-quality inclusive Early Years education, to close the gap when it is at its narrowest to have the greatest impact.
- Deliver excellent pastoral care, supporting the wellbeing and social emotional and mental health of both pupils and their families.
- Offer opportunities to develop independent learning through access to quality first teaching with high expectations and memorable learning experiences.
- Provide access to a wide range of educational experiences to develop their knowledge and understanding of the world that include, but are not limited to;

learning a musical instrument, exploring a hobby or talent, visiting places of interest.

- Remove barriers to learning created by financial challenges, family circumstances and home life.

We work towards achieving these goals as a practising **Thrive** school of excellence. We pride ourselves on the **relationships** that we develop and the care and **kindness** that we give to every child as an individual. **The Thrive approach** frames everything that we live and breathe. It supports pupils' emotional and social development and helps them feel happy, **loved** and secure, able to enjoy friendships, relate well to others and be ready and able to learn. It supports them in becoming more self-assured, capable and adaptable.

### Principles of our strategy plan

This strategy statement has been developed with teaching staff and a thorough evaluation of current practice at St Andrew's. A review of recent research conducted by the [Education Endowment Foundation \(EEF\)](#) and current advice for best practice as outlined by Marc Rowland (2021) in his book 'Addressing Educational Disadvantage in Schools and Colleges' have been critical to our decision making process. This strategy, whilst specifically aimed at closing the attainment gap for disadvantaged pupils, also aims to positively impact progress and education for all learners within our school.

In light of the recent research, we understand that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research-based interventions which accelerate progress early on and, learning that is based on memorable experiences.

### We use the EEF tiered approach as a basis for our approach to spending for disadvantaged pupils:

**Quality First teaching-** High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit all pupils in our school. It is our intention that attainment will be sustained and improved alongside specific progress for their disadvantaged peers. Universal provision forms the foundation for all other provision or support in schools, colleges and other settings, and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

Our school curriculum is high quality and academically thorough; subjects are taught independently to achieve richness and depth. Regular review and retrieval practice ensure children make links across and within subjects, supporting vocabulary development and knowledge recall through answering 'big' questions.

We infuse our school curriculum with first-hand experiences and opportunities that engage children with our local community and in service to others. Each term children will present their learning which requires them to plan for example, an exhibition, event, resource or publication. This expects the learners to synthesise and share their learning with others. In this way, we are able to develop both academic learning full of knowledge as well as character traits such as collaboration, communication, planning skills, courage and entrepreneurship.

**Targeted academic support-** Evidence consistently shows the positive impact that targeted academic support can have, particularly for those who are not making good progress across the curriculum. Considering how classroom teachers and learning support assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our effective pupil premium strategy.

**Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school and include a focus on parental engagement and a focus on wellbeing. Our Thrive work is at the forefront of this tier and will provide a foundation for everything else we do. In addition, a future aim outlined below is for all children to achieve a wealth of cultural capital and have high aspirations for themselves.

## Challenges

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

Challenge number	Detail of challenge – numbers in each cohort are low and so trends have been used as opposed to percentages
1	Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments (formative and summative), observations, and discussions with pupils suggest some of our disadvantaged pupils have <b>greater difficulties with phonics</b> than their peers. This negatively impacts their early development as readers.
3	Internal and external assessments indicate that <b>mathematics and writing attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils.  On entry to Reception class in the last 2 years, our disadvantaged pupils typically arrive below age-related expectations compared to other pupils. This gap remains steady for roughly half of those children to the end of KS2.
4	Our assessments, observations and engagement with pupils and families indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and in some cases to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified <b>social, emotional and mental health</b> issues for many pupils, notably due

	<p>to not attending pre-schools and schools during the pandemic and a lack of enrichment opportunities. These challenges particularly tend to affect disadvantaged pupils, including their attainment.</p> <p>Teacher identification of children who require support in terms of SEMH or attainment remain high. Many of those who are disadvantaged are accessing Thrive support and receiving small group interventions.</p>
6	<p>Our attendance data over the last 2 years indicates that <b>attendance</b> among disadvantaged pupils has been between 80-95% lower than that of non-disadvantaged pupils.</p> <p>2% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting a small group of all pupils' progress.</p>

## Intended outcomes

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
Improved oral language skills and vocabulary for all pupils, particularly our disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, planning and ongoing formative assessment.
Improved phonics and reading attainment for all pupils, particularly our disadvantaged pupils.	PSC shows 85%+ pupils in Year 1 pass by 20224/25 KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing and maths attainment for all pupils, particularly our disadvantaged pupils at the end of KS2.	KS2 writing and maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a decrease in 1:1 action plans from Thrive whole school screening</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
<p>Universal provision is improved for all pupils, particularly our disadvantaged pupils. All teaching is inclusive and of good quality or better through excellent pedagogical understanding.</p>	<ul style="list-style-type: none"> <li>• Staff are using pedagogical research to base decisions on for the most effective teaching and learning (e.g. Rosenshine’s Principles of Instruction and REPEY &amp; EPPE for EYFS)</li> <li>• Staff know and understand the implications of disadvantage for pupils in their class and make deliberate decisions to improve provision.</li> <li>• Strong school identification of all pupils’ individual needs.</li> </ul> <p>Teaching observations/planning will show:</p> <ul style="list-style-type: none"> <li>• Language and vocabulary development</li> <li>• Clear and consistent modelling</li> <li>• Scaffolds ensure equity</li> <li>• Checks for understanding are used to inform post teaching</li> <li>• Barriers to learning in the classroom are removed by the CT</li> </ul>

## Activity in this academic year

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: £ 8,400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER for Y3-6, SATs for Y2 and Y6)</p> <p>£1200</p> <p>Ongoing training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£Nil</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Undertake maths oracy project</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> ULS (Unlocking Letters and Sounds) to secure stronger phonics teaching for all pupils.</p> <p>£1000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Whole school in house and external phonics training including SSP lowest 20% intervention training for teaching and support staff</p> <p>Parent workshops on ULS.</p> <p>£1000</p>	<p>DfE Reading Framework 2021</p>	<p>1, 2</p>
<p>Contribution to LSP Centre of Professional Development to support staff CPD in the following areas:</p> <ul style="list-style-type: none"> <li>- Subject networks</li> <li>- Instructional coaching</li> <li>- Pedagogy</li> <li>- Curriculum Development</li> </ul> <p>£2000</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>1, 2, 3</p>
<p>Diagnostic assessments to identify pupil's gaps in learning. In house staff training.</p> <p>£Nil</p>	<p><a href="#">EEF Diagnostic assessment tool</a></p>	<p>1, 2, 3</p>
<p>Providing release time for English leads as required</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1, 2</p>

<p>to secure stronger phonics teaching for all pupils. (LSP phonics curriculum training day for all school staff) £700</p>	<p>comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> <li>- KS1 and EYFS undertaking 'Mastering Number' training throughout the year.</li> <li>- Attend Boolean Hub</li> <li>- Undertake maths oracy project</li> </ul> <p>£500</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 3</p>
<p>Improve the quality of social and emotional learning and mental health.</p> <p>Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£1000</p> <p>Following Jigsaw for PSHE</p> <p>Monday and Tuesday assemblies set the values 'challenge' for the week.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 4, 5, 6</p>

<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of phonics, reading, writing and maths. This includes cover costs and resources for:</p> <ul style="list-style-type: none"> <li>• phonics training by the English Hub</li> <li>• Participation in the NCETM 'Ready to Progress' programme</li> </ul> <p>£1000</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul>	<p>1, 2, 3</p>
<p>Completion of Pupil Learning Enquiries for all disadvantaged pupils so teachers and support staff have a full understanding of their barriers to learning and can adapt teaching to meet their needs.</p>	<p>'Addressing Educational Disadvantage in Schools and Colleges'</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £ 39,860.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of</p>	<p>1, 2, 4</p>

<p>vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £250</p>	<p>the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Additional teaching/Librarian role targeted support for children who fall into disadvantaged categories. £4977</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>1, 2, 3, 4</p>
<p>Early morning interventions and assembly interventions run by support staff £3400</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>2, 3, 4</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Targeted interventions 1:3 with 3 members of teaching staff.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>

£10,161.00		
Daily LSA support 1:1 reading and/or phonics intervention for disadvantaged pupils	DfE Reading Framework 2021	1, 2
Pre-teaching for pupils: Structured pre-teaching to stop learning gaps before they open.	EEF: Closing the Attainment Gap Key Lessons Learned	1, 2, 3, 4
Targeted small group/individual literacy and/or maths interventions with teachers and learning support assistants £21072 (for 3 lines above)	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul>	2, 3
Co-ordinating additional learning mentor support for PP children	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	4, 5, 6

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

Budgeted cost: £ 9080.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Continue to build ever stronger relationships with parents and families: Reception = tea, cake and performance – chance to lay out expectations. Y1 = another phonics meeting to update	The Thrive approach Forest School	2, 3, 4

changes. Y2 = invited to see forest school learning – share important updates. Family Thrive to target families based on questionnaires.		
Develop the role of the school-based EMHP (Education Mental Health Practitioner) to maximise support for all children. £400	North Somerset/OTR delivering Government initiative to support and improve mental health and wellbeing in schools.	4, 5
Roll out Forest School for all children. Map out entitlement for each year group.	EEF: Improving Social and Emotional Learning in Primary Schools 2019	4
Lunchtime provision: support for targeted pupils during break-times to ensure these times are successful. Small group activities to support behavior and engagement and reading to learn for the following lessons - Forest school - Lego club - ICT club - Library club Social club £2880	EEF: Improving Social and Emotional Learning in Primary Schools 2019	4
Thrive training for Learning Mentor £see above	EEF: Improving Social and Emotional Learning in Primary Schools 2019	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Learning Mentor to support attendance.</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>• Daily check-ins with families with low attendance rates</li> <li>• Regular reviews of attendance data</li> <li>• Termly vulnerable learner meetings with HT and SENDCO - reviews of attendance with Education Welfare Officer as required</li> <li>• Regular supportive meetings with families to support attendance</li> </ul> <p>Pastoral support for families that includes support from Learning Mentors in the following areas:</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Sleep</li> <li>• Housing</li> <li>• Bereavement</li> <li>• Young carers</li> </ul> <p>£4600</p>		
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<p>Play Leader: support for target pupils during playtimes to ensure these times are successful. Small group and individual work with pupils with focus on outdoor learning to support behaviour and engagement. £0 from NSSPEA budget</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p>	<p>4, 5</p>
<p>Subsidise educational visits to enrich the curriculum for all children. £300</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p>	<p>4, 6</p>
<p>Fund places at extra-curricular clubs and provide milk for disadvantaged pupils £900</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p>	<p>4, 5, 6</p>

**Total budgeted cost: £ 57340.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 20% higher than their peers in 2021/22 and persistent absence 10% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Literacy intervention programmes that develops essential literacy skills that improve reading ages by an average of 27 months in just six weeks.	Lexonik

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The family were asked how best we could support them.

**The impact of that spending on service pupil premium eligible pupils**

Places in school during lockdown, more regular contact throughout the pandemic. Early review of EHC. Regular parent liaising and discussion of support available.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **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 expected. We also worked alongside our MAT (Lighthouse Schools Partnership) with training from Marc Rowland.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and researched schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of 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.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

