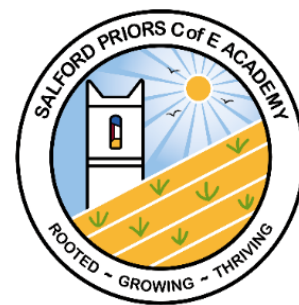


Pupil premium strategy statement



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.

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

Detail	Data
Salford Priors Church of England Academy	Est. 1 January 2018
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	56% (37)
Academic year/years that our current pupil premium strategy plan covers (updated from December 2023)	2023/2024 to 2025/2026
Date this statement was published (since December 2022)	August 2024
Date on which it will be reviewed And revised strategy statement published	December 2024 January 2025
Statement authorised by	Helen Bowen Headteacher
Pupil premium lead	Helen Bowen Headteacher
Governor / Trustee lead	Ron Harris (to be renewed 2024)

Funding overview

Detail	Amount £
Pupil premium funding allocation this academic year	£49,360
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,580

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child, irrespective of their background or the challenges they face, will achieve our vision to be ‘rooted in love and faith; growing in hope and courage; thriving in light and harmony’. By this, we mean that each child will acquire key knowledge and skills, make good progress and achieve the highest attainment that they possibly can across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, a family support worker and/or are 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 (as per Education Endowment Foundation’s evidence-based research). 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through carefully planned 1:1 and small group interventions for our pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and evaluation, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set,
- act early to intervene at the point any need and/or disability is identified,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (based on December 2023 data).

Challenge number	Detail of challenge
1.	<p>Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to difficulties at home, as well as remaining learning gaps sustained as a result of Covid-19 and partial closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Requests for children to receive additional counselling and/or mentoring support have increased (notably since the pandemic). Over the year, 25 pupils (88% of whom are disadvantaged/other PPG groups and/or vulnerable) have required additional counselling support for anxiety and other social and emotional needs, plus 5 pupils (100% of whom are disadvantaged/vulnerable) having received 1:1 mentoring support.</p>
2	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among several disadvantaged pupils, particularly in our Reception, Year 1 and Year 2 cohorts.</p> <p>On entry to Reception class in the last 3 years, more than half of our disadvantaged pupils arrived below age-related expectations compared to 20 - 40% of other pupils.</p>
3	<p>Assessments, observations, and discussions with pupils (as well as EEF research) suggest disadvantaged/vulnerable pupils generally have had less exposure to language development and phonics than their non-disadvantaged peers. This negatively impacts their development as readers.</p>
4	<p>Internal assessments indicate that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils. This is further complicated by the fact that 22/37, c.59% of our disadvantaged/vulnerable children have special needs* and/or disabilities with a further 7 children being monitored for additional needs.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by covid, partial school closures and not having as much access to pre-schooling (nursery) to a greater extent than for other pupils. These findings are supported by national studies (NFER, EEF).</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in reading and maths but especially in writing.</p>
6	<p>Attendance and persistent absenteeism is an ongoing challenge following the impact of Covid-19 in previous years.</p>

	<p>School leaders and staff have worked extremely hard to improve attendance and reduce persistent absenteeism. This has improved considerably from last year (91.4% and 27.4% respectively) and is now 93.7% and 13.2% respectively (FSM/PP has improved from 91.8% to 93.0%). <Data taken from FFT 360 summary, December 2023></p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged/vulnerable pupils' progress. In particular, fixed-term suspensions for a minority of pupils with complex needs and/or difficult home circumstances affect our absenteeism and persistent absenteeism rates (small numbers prevent us reporting on %s).</p>
7	<p>High level of children with special needs who are also disadvantaged/vulnerable (24/30 pupils, c.80%), including 1:1 support (EHCP), trauma and attachment - impacts on the ability to focus, persevere, control behaviour and retain knowledge (also impacts on attendance – see 1. above).</p>
8	<p>Pupils with EAL, including several refugees, have joined us within the last few years with no previous English and having SEND (small numbers prevent us from reporting %s). These pupils take longer to catch up to their peers and the period of time required is notably impacted if coming from disadvantaged/vulnerable backgrounds.</p>
9	<p>Fewer opportunities for disadvantaged/vulnerable children to access a wide range of social/educational experiences with their families outside of school, potentially limiting their ability to achieve their aspirations.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of 2024-25 and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among 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 and ongoing formative assessment.
Improved attainment among disadvantaged pupils in reading, writing and maths, including disadvantaged/vulnerable pupils with SEND	KS2 reading, writing and maths outcomes in 2024/25 show that 50% or more of disadvantaged pupils meet the expected standard*. Ongoing analysis and evaluation of the impact of SEND (particularly mid-high levels of need) to be recognised and supported effectively. *For 2023/24, target of 33% or more.
Improved attainment among disadvantaged pupils with EAL in reading, writing and maths.	Reading, writing and maths outcomes in 2024/25 for pupils with EAL show rapid progress with evidence that they are attaining closer to age related expectations year-on-year*. *For 2023/24, target that 50% or more of children with EAL who have studied in England for at least two years start to achieve ARE in at least one core subject.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	To achieve good levels of wellbeing from 2022/23 and sustained high levels of wellbeing from 2024/25, demonstrated by: <ul style="list-style-type: none"> • qualitative data from Pupil Voice and teacher observations • quantitative and qualitative data from pupil and parent surveys • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To close the gap, by an improvement of 20% or more, on achieving good levels of attendance (96%+) compared to 2021-22 data. Sustained high attendance from 2024/25, demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%. • the percentage of all pupils who are persistently absent being at or below 10% and the figure among disadvantaged pupils being persistently absent being below 15%. • The overall number of fixed-term suspension days for our disadvantaged/vulnerable pupils to have reduced by at least 30% (compared to 2021-22 data).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023-24** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£37k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvement to achieving consistently high quality teaching & learning and effective delivery of separate EYFS, Y1/2, Y3/4 and Y5/6 curriculums. In 2023/24, classes are wholly separate. Due to low pupil numbers in 2024/25, 60% of the time Ash, Oak, Elm and Cherry classes will be separate with their own teachers; and 40% of the time Ash and Oak will work together with TA support.</p> <p>Also benefitting from improved teacher:pupil ratios which better responds to the needs of the pupils, including wellbeing and exposure to age-appropriate language/ high quality vocabulary.</p>	<p>EEF evidence-based research emphasises that to secure high quality teaching, the following approaches are likely to be successful:</p> <ul style="list-style-type: none"> • Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. • Recruitment and retention of teaching staff. <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>All</p> <p>c.£26k</p>
<p>Commitment to professionally develop and support a 2nd Year ECT through mentoring and ECT-specific CPD. Headship coaching through Ambition Institute – Headteacher shadows a very experienced Headteacher in a different school (3 visits with focus on a persistent problem each time)</p>	<p>EEF’s tiered model of recommendations advocates the use of high-quality mentoring and coaching, particularly necessary for ECTS</p> <p>EEF Pupil Premium menu evidence brief.pdf</p> <p>Similarly, high-quality professional development has significant impact on the quality of teaching and learning (Ambition Institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>c.£3.2k</p>
<p>Commitment to fund supply cover release for class teachers and subject leaders to attend Local Authority English</p>	<p>High-quality professional development has significant impact on the quality of teaching and learning</p>	<p>2, 3, 4, 5, 8, 9</p> <p>c.£1.8k</p>

<p>'moderation' and MAT English/maths recommended high-quality CPD for improving teaching and learning of phonics, reading, maths and, in particular, <u>writing</u>.</p>	<p>(Ambition institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase of more recommended books and resources to support our continued investment in 'Little Wandle', our DfE validated Systematic Synthetic Phonics programme.</p> <p>Induction <u>CPD for new staff and volunteers</u> to secure stronger phonics and reading teaching and learning for all pupils.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Similarly, high-quality professional development has significant impact on the quality of teaching and learning (Ambition Institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5, 7, 8</p> <p>c.£1.6k</p>
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of guidance in school and to continue our effective partnership and collaboration with the MAT and Origin Maths Hub (Development)</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching for Mastery NCETM</p>	<p>4, 5, 7, 8</p> <p>c.£0.7k</p>
<p>All teaching staff support children's wellbeing through emotional coaching, with effective daily use of daily Zones of Regulation and check-ins with pupils in need to help them to self-regulate their emotions and learning.</p> <p>Continue to provide good quality social and emotional (SEL) learning e.g. through the use of SCARF and Restorative & Relational discussions.</p>	<p>EEF's teaching and learning toolkit evidence high impact (+7) for self-regulation strategies Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p> <p>c.£3.7k</p>

Induction for new teaching staff		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£9.5k (including recovery grant funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional one-to-one intervention sessions targeted at disadvantaged pupils who require further phonics, reading, maths or writing support. This will be delivered by an experienced member of our teaching staff	<p>One-to-one tuition approaches addressing knowledge gaps (across phonics, reading, writing and maths) 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>In addition, school data and pupil progress feedback from class teachers end of 2021-22 evidenced the greatest impact on education recovery was as a result of 1:1 and small group interventions delivered by our own teaching staff.</p>	<p>2, 3, 4, 5, 7, 8, 9</p> <p>c.£9.5k</p>
Engaging with an external provider for mentoring pupils (mostly disadvantaged) whose education has been most impacted by the pandemic. 1:1 support	<p>Mentoring targeted at specific needs can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 6, 7, 8, 9</p> <p>Funded through PE & Sports Grant (health and wellbeing)</p>

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

Budgeted cost: **£12.5k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased SLT and operations staff support in analysing and actioning ATTENDANCE strategies, rewards, communications and follow-up with WCC Leave of Absence and Attendance teams.</p> <p>To support communication and escalation strategies in order to improve attendance and reduce persistent absenteeism.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance Explore EEF (educationendowmentfoundation.org.uk)</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	<p>1, 5, 6, 7, 8, 9</p> <p>c.£4k</p>
<p>Providing additional educational and wider enrichment opportunities (in addition to PE & Sports activities funded through the PE & Sports Grant) e.g. weekly peripatetic music lessons for disadvantaged pupils (KS2 prioritised) and educational visits/visitors</p>	<p>The DfE look at how our school's curriculum equips pupils with the skills and knowledge they need for success in the future, helping them overcome any barriers caused by social disadvantage.</p> <p>Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p>	<p>1, 6, 7, 8, 9</p> <p>c.£2k</p>
<p>Providing emotional pastoral care support to improve attendance, well-being, focus, concentration, enjoyment of school and a willingness to try hard.</p>	<p>Children cannot learn well without consistently being at school and having their basic needs met.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p> <p>c.£3k</p>
<p>Continuing to provide counselling to our pupils (mostly disadvantaged) who have SEMH SEND and/or difficult home-lives in order to improve/support:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing • Mental health eg anxiety • Emotional coping mechanisms 	<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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 6, 7, 9</p> <p>c.£3.5k</p>

Total budgeted cost: £59k (Funding received was lower (as above); rest of provision met with school budget.

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year (based on previous year's plan).

Review of last year's expenditure				
Previous Academic Year 2022_23		£45.3k originally budgeted, Actuals £50.4k (end of year balance sheets, £45.8 PPG + £4.6k Recovery)		
i. Quality of teaching for all				
Action / Activity	Intended outcome	Estimated impact:	Lessons learned (To continue?)	Cost
<p>Purchase of more recommended books and resources to support last year's purchase of our DfE validated Systematic Synthetic Phonics programme (Little Wandle).</p> <p>Induction CPD for new staff and volunteers to secure stronger phonics and reading teaching and learning for all pupils.</p> <p>Whole-teaching-staff CPD to revisit and secure stronger phonics and reading teaching and learning for all pupils.</p>	<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved attainment among pupils who are disadvantaged, have SEND/EAL, in reading.</p> <p>High-quality professional development has significant impact on the quality of teaching and learning</p> <p>(Ambition institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>Y1 Phonics (National) – 9 pupils 67%</p> <p>Y2 Phonics (National) – 12 pupils 92% (11/12)</p> <p>(7/12 passing Y1, 4/5 passing end of Y2)</p> <p>Ofsted (May 2022) recognised strength of Phonics in school.</p> <p>Little Wordle resources fully invested in. 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 and ongoing formative assessment.</p>	<p>Staff twilight CPD sessions were well used for revisiting Phonics training.</p> <p>However, more planning is required to ensure volunteers and support staff are given proper opportunity to complete phonics training going forward.</p> <p>Continue using Little Wandle and planning CPD across all teaching staff and reading volunteers as required.</p>	£3.8k

<p>Commitment to fund release for class teachers and subject leaders to attend Local Authority English 'moderation' and MAT English/maths recommended high-quality CPD for improving teaching and learning of phonics, reading, maths and, in particular, <u>writing</u>.</p>	<p>As above.</p> <p>High-quality professional development has significant impact on the quality of teaching and learning</p> <p>(Ambition institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>Y2 and Y6 teachers have attended Trust English and WCC English and moderation CPD which was invaluable for depth of standards required.</p> <p>Y6 writing externally moderated – 100% ARE EXP (note only 3 pupils, but 2 with SEND and one also PP/disadvantaged) Subsequently moderated and all teacher assessments judged by moderator to be accurate.</p> <p>All teachers attended regular MAT maths CPD sessions during the year.</p> <p>Ofsted (May 2022) recognised strength of Phonics, Reading and maths across school.</p>	<p>Some greater depth success in reading and maths which shows there is teaching capability. Some greater depth in writing starting to appear in one cohort.</p> <p>Writing remains a focus area for overall attainment improvement and to enable more children to achieve greater depth.</p> <p>Continue – note, JU external Trust adviser due to visit spring 23-24</p>	<p>£2.6k</p>
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of guidance in school and to continue our effective partnership and collaboration with the MAT and Origin</p>	<p>As above, for maths.</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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Teaching for Mastery NCETM</p>	<p>Y6 maths ARE attainment results improved again to 67%, a significant improvement from 25% in 2022 and 20% in 2019.</p> <p>Ofsted (May 2022) recognised strength of maths across school.</p> <p>Joint Subject Leaders (EYFS/KS1 and KS2) attended Origin Maths Hub training and MAT subject leadership CPD.</p> <p>Note, joint subject leaders changing to just one subject leader for 2022-23 – may need more support.</p>	<p>Continue</p> <p>Subject leader will start to take greater ownership of school data and pupil progress for maths.</p>	<p>£0.8k</p>

<p>All teaching staff support children's wellbeing through emotional coaching, with effective daily use of daily Zones of Regulation and check-ins with pupils in need to help them to self-regulate their emotions and learning.</p> <p>Continue to provide good quality social and emotional (SEL) learning e.g. through the use of SCARF and Restorative & Relational discussions. Induction for new teaching staff</p>	<p>Improved wellbeing leading to other benefits such as improved focus, attendance and attitudes to learning.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Surveys as well as pupil, parent and teacher feedback, such as Pupil Voice, supports the effectiveness of our SEL approaches.</p> <p>Ofsted (May 2022) recognised our school's level of pastoral care and support for wellbeing and mental health as a strength as well as personal development opportunities for our pupils as 'Good'.</p> <p>Induction for new staff in 2022-23 re Restorative and Relational practice.</p>	<p>Continue to monitor use and effectiveness of Zones of Regulation emotional coaching.</p> <p>More CPD on R&R practice as well as trauma and attachment would be beneficial for all teaching staff in 2024.</p>	<p>£5.7k</p>
<p>Improvement to achieving consistently high quality teaching & learning and effective delivery of separate EYFS and Y1/2 curriculums, by keeping Ash and Oak classes separate with different teaching staff (modified delivery for 2024/25).</p> <p>Also benefitting from improved teacher:pupil ratios which better responds to the needs of the pupils, including wellbeing and exposure to age-appropriate language/ high quality vocabulary.</p> <p>Gradual increases in FTE teachers in Y1/2 and EYFS</p>	<p>Improved quality of teaching and learning through more effective class structures, increased teacher:pupil ratios and improved curriculum planning.</p> <p>EEF evidence-based research emphasises that to secure high quality teaching, the following approaches are likely to be successful:</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Recruitment and retention of teaching staff</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf</p>	<p>Having Y3/4 and Y5/6 as separate classes with their own teachers has significantly improved the quality of curriculum, teaching and learning <evidenced from learning walks, discussions re staff/pupils, book trawls></p> <p>Trust and school leaders had previously acknowledged strength of teaching EYFS separately from Y1/2, allowing for separate curriculums that better meet the needs of our pupils. <noted at AGC></p> <p>Ofsted (May 2022) were very complimentary of our split between EYFS and Y1/2, noting 'Good' practice in phonics, reading and maths with children progressing well from one stage to the other.</p>	<p>Work is progressing well now in terms of embedding our curriculum design and subject medium term plans.</p> <p>High quality teaching needs to be consistent across subjects and lessons.</p> <p>Continue to keep class structures and curricula as EYFS, Y1/2, Y3/4 and Y5/6. NB EYFS class structure modified 40% of the time in 2024/25 to account for low pupil numbers, but with curriculum preserved.</p>	<p>£11.6k (budget £7.5k)</p>

<p>Commitment to professionally develop and support a new ECT through mentoring and ECT-specific CPD. Headship coaching through Ambition Institute – Headteacher shadows a very experienced Headteacher in a different school (3 visits with focus on a persistent problem each time)</p>	<p>Develop and retain quality class teachers.</p> <p>EEF’s tiered model of recommendations advocates the use of high-quality mentoring and coaching, particularly necessary for ECTS</p> <p>EEF Pupil Premium menu evidence brief.pdf</p> <p>Similarly, high-quality professional development has significant impact on the quality of teaching and learning (Ambition Institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>Enables separate Y3/4 class to have their own class teacher and curriculum.</p> <p>Huge positive impact for the school and quality of education e.g. see improvement in MTC results. Starting to see greater depth writing in LKS2 come through.</p> <p>Mentoring has provided effective support and professional development of our ECT as well as fantastic coaching opportunity and career development for our mentor.</p>	<p>Continue to mentor and support 2nd Year ECT</p> <p>Shadow and provide CPD for subject leadership going forward.</p>	<p>£4.2k (budget £5.6k)</p>
<p>Quality of Teaching for All – planned expenditure</p>				<p>£26.0k</p>
<p>Quality of Teaching for All – actual spend</p>				<p>£28.7k</p>
<p>ii. Targeted support</p>				
<p>Action / Activity</p>	<p>Intended outcome</p>	<p>Estimated impact:</p>	<p>Lessons learned (continue?)</p>	<p>Cost</p>

<p>Additional one-to-one intervention sessions targeted at disadvantaged pupils who require further phonics (also reading, maths or writing support). This will be delivered by an experienced member of our teaching staff.</p> <p>Main focus on phonics impact.</p>	<p>Improved phonics outcomes.</p> <p>One-to-one tuition approaches addressing knowledge gaps (across phonics, reading, writing and maths) 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Cost-effective intervention with significant impact on phonics progress:</p> <p>Y1 Phonics (National) – 9 pupils 67% (up from 50% in 2022)</p> <p>Y2 Phonics (National) – 12 pupils 92% (11/12) (up from 82% in 2022)</p> <p>(7/12 passing Y1, 4/5 passing end of Y2)</p> <p>Ofsted (May 2022) recognised strength of Phonics in school.</p> <p><In addition, school data and pupil progress feedback from class teachers end of 2021-22 evidenced the greatest impact on education recovery was as a result of 1:1 and small group interventions delivered by our own teaching staff.></p>	<p>Achieved clear tracking of all pupils' phonics, enabling effective targeted phonics interventions with very skilled TA <noted TED Aut23></p> <p>Children with SEND and/or who are disadvantaged are making good progress.</p> <p>Continue, utilising as much resource/time available as possible.</p>	<p>£8.4k (budget £6k)</p>
<p>Engaging with an external provider for mentoring pupils (mostly disadvantaged) whose education has been most impacted by the pandemic.</p>	<p>Improving the wellbeing, attitudes and motivation of some of our pupils.</p> <p>Mentoring targeted at specific needs can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>Some mentoring was effective, particularly in supporting a child with high anxiety on 'morning entry', and having a positive role-model which some of our children with behavioural challenges could look up to helped change attitudes for the better.</p>	<p>Change of mentor / PE/Sports coach to help even more with behaviour management and motivation.</p> <p>Continue once we have found the right PE/Sports Coach and Mentor from KICK to support and teach the children from January 2024.</p>	<p>£0k</p> <p>Funded through PE&Sports Grant (health and wellbeing)</p>
<p>Targeted support – planned expenditure</p>				<p>£6.0k</p>
<p>Targeted support – actual spend</p>				<p>£8.4k</p>

iii. Other approaches				
Action / Activity	Intended outcome	Estimated impact:	Lessons learned (continue?):	Cost
Increase level of support from Warwickshire Attendance Service, to support communication and escalation strategies in order to improve attendance and reduce persistent absenteeism.	Increase level of support from Warwickshire Attendance Service, to support communication and escalation strategies in order to improve attendance and reduce persistent absenteeism.	Positive impact for some children from leaders' analysis of attendance, using policy ('stage' letters), home visits and pastoral care. WAS service level support not very impactful – helped temporarily with one case Many pupils/families struggling with anxiety and mental health issues. Ofsted – one of three priorities for school to improve – parents/carers need to support more. Webinars attended by HT & Attendance Manager.	New DfE guidance will impact on how schools tackle attendance and are supporting within county. Continue to improve attendance analysis and early action (using FFT and internal MIS)	£5k
Providing additional educational and wider enrichment opportunities (in addition to PE & Sports activities funded through the PE & Sports Grant) e.g. weekly peripatetic music lessons for disadvantaged pupils (KS2 prioritised) and educational visits/visitors	Give opportunities to disadvantaged pupils who might not otherwise have the chance to learn an instrument or go on visits to interesting places. The DfE look at how our school's curriculum equips pupils with the skills and knowledge they need for success in the future, helping them overcome any barriers caused by social disadvantage. Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)	Weekly music lessons provided by WMS (keyboard) free of charge to pupils who are disadvantaged. Some families in financial difficulties supported for paying 50% towards trips. Positive impact on self-esteem and confidence, as well as mental well-being.	Continue	£2.4k

<p>Providing emotional pastoral care support to improve attendance, wellbeing, focus, concentration, enjoyment of school and a willingness to try hard.</p> <p>Uniform support (in addition to second-hand and new donations provided) where needed.</p>	<p>Provide greater wider support and stability for our children and, where possible, our families.</p> <p>Wellbeing and emotional coaching support from morning entry to school exit.</p> <p>Children cannot learn well without consistently being at school and having their basic needs met.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Very positive feedback received from pupils and parents.</p> <p>Loving/nurturing/spiritual environment noted by governors, TKLT (TED) and visitors.</p> <p>Morning entry pastoral care support (HT, Ops Admr & HLTA) – <i>Ofsted (May 2022) noted as a strength</i></p>	<p>Continue these vital support systems for our pupils' wellbeing and mental health, positively impacting on ability to learn and achieve.</p>	<p>£2.9k</p>
<p>Continuing to provide counselling to our pupils (mostly disadvantaged) who have SEMH SEND and/or difficult home-lives in order to improve/support:</p>	<p>Support and improve the well being and mental health of our pupils (and where possible, parents & staff).</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Very positive feedback received from pupils and parents. <Surveys, TED></p> <p>Weekly counselling provided for pupils with SEMH needs (mostly disadvantaged/vulnerable) as well as offered to staff and parents/carers.</p>	<p>Continue this vital support system for our pupils, parents/carers and staff to support and improve wellbeing and mental health, positively impacting on ability to learn and achieve.</p>	<p>£3k</p>
<p>Wider approaches – planned expenditure</p>				<p>£13.3k</p>
<p>Wider approaches – actual spend</p>				<p>£13.3k</p>
<p style="text-align: right;">PPG £42.4k Recovery Grant £2.9k Total Budgeted Cost £45.3k</p> <p style="text-align: right;">PPG £45.8k Recovery Grant £4.6k Total Actual Spend: £50.4k</p>				

Externally provided programmes

Programme	Provider
Maths 'mastery development' (long-term project)	Origin Maths Hub
Mentoring for positive wellbeing and improved health – new	KICK PE & Sports Coach
Counselling – ongoing	CounsellingwithC (CG)
Music – ongoing	Warwickshire Music Services
Raising Aspirations / Careers Awareness – supporting equality and diversity – ongoing	Primary Futures

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On wellbeing, behaviour and pastoral care support, plus taking part in services-related visits and events e.g. planting trees in memory of Queen Elizabeth II at Ragley Hall in March 2023.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers and parents observed improvements in wellbeing amongst service children. Assessments demonstrated excellent academic progress (some greater depth) and significant improvement in (low-moderate) behaviour challenges.

Further information

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 developing learning qualities and metacognitive and self-regulation skills e.g. resilience, curiosity and responsibility. [EEF evidence](#) (Toolkit) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising apprenticeship grants [Incentive payments for hiring a new apprentice - GOV.UK \(www.gov.uk\)](#) and [Kickstart Scheme - GOV.UK \(www.gov.uk\)](#) to help increase support levels within school and also to help improve financial efficiency. The training we have selected will focus on the training needs identified through the apprenticeship provider, the individual concerned and external agencies where appropriate, with much of the training being 'on-the-job' plus access to high-quality CPD training through the MAT and our local consortium.
- 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.
- providing regular exposure to possible career choices (Primary Futures), to encourage future aspirations and to promote equality and diversity (e.g. across gender, race, culture, religion, background and sexual preferences).

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years – with the impact of Covid-19, particularly for pre-schooling and disadvantaged pupils, still being a detrimental factor. We also worked closely with our pupil premium governor and our school improvement partners to obtain further perspectives and inform next steps. In addition to our SIAMS and Ofsted inspections, our more recent Trust Evaluation Days (carried out by Trust Leadership) have provided insightful feedback on the school's strengths and development areas.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, carers, pupils, teachers, teaching assistants, support staff and external providers in order to identify the challenges faced by disadvantaged pupils.

We are using the [EEF's implementation guidance](#) to further 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.

As Marc Rowland advocates, we must all understand the importance of considering how disadvantage impacts on each child as an individual. In addition, the Headteacher completed a Headship (with NPQH) programme of study with Ambition Institute that considered the research from EEF and other writers/institutes on how to best achieve school improvement.

We will continue to review this strategy and evaluation framework for the duration of our continuous three-year approach, adjusting our plan over time to secure better outcomes for pupils.