

## Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Staples Road Primary School
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	tbc
Date on which it will be reviewed	tbc
Statement to be authorised by LGB	tbc
Pupil premium lead	Teresa Ateh
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,060
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	n/a

## Part A: Pupil premium strategy plan

### Statement of intent

*Staples Road Primary remains committed to the high level of provision it has in place for all its pupils. Giving every young person the best possible education in life, whatever their background and wherever they come from, is a mission that unites our school community. Research evidence shows a strong correlation between family income and educational outcomes. In line with these findings, Staples Road School carefully identifies and allocates its Pupil Premium Grant to target additional support at those pupils who need it most with a focus on improving outcomes for all, especially the less advantaged pupils.*

*We value the significance of the Pupil Premium Grant in our budget, where our efforts are focussed on supporting educational recovery, development and enrichment. Eligible pupils accessing this funding are more likely to be facing greater challenges than others in their class. Outlined in the research and findings of the Social Mobility Commission is that people from disadvantaged backgrounds get fewer chances to take part in enrichment activities like sports, music or the performance arts, which creates an unequal playing field. “As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.” As a school we want to ease barriers and promote equality of access to a wide range of activities so that less advantaged children don’t miss out on valuable experiences which develop skills and broaden opportunities. We fully and carefully utilise the capacity of the pupil premium grant and recovery premium to enrich and further diminish the long-term impact of the pandemic on disadvantaged pupils’ learning. Every pound spent is targeted to making and achieving the desired outcome with focus on value and impact of the allocated funds and not on the amount spent.*

*To ensure that we improve outcomes, our decisions are evidence-informed as we consistently refer to the EEF’s Teaching and Learning Toolkit along with other sound and robust research documents when making choices about how best to allocate funds to support pupil premium children. Pupil Premium children are further supported and positively impacted by all our school wide educational initiatives and practices as we only implement those that have been proven through research to be effective. As a result, we prioritise teaching quality school-wide and in all targeted academic support. Wider school strategies are embedded and feed into our positive school ethos. Our Behavioural Management strategy emphasises a restorative approach and we carefully follow up on attendance in order to further contribute to the increased potential and achievement of Pupil Premium children.*

*Along with on-going strategies, this academic year we launched Motivated Minds, a pupil premium-centred programme, to augment the high-quality teaching and learning that motivates, challenges and extends pupils' enrichment and enjoyment of learning. The Motivated Minds room is a safe enriching space that provides 1:1 and small group sessions dedicated to meeting the needs of the pupil premium children to develop to their full potential as learners by achieving a deeper level of understanding of concepts in either maths or English or both subjects. The 30 - 40 minute sessions provide a comforting, safe, social and emotional space for supported academic engagement with learners. To maximise children's learning, careful consideration has been given to timetabling and grouping to ensure that children in years 5 and 6 are in class for the teaching of core subject lessons. With other year groups, the Motivated Minds teacher similarly liaises with class teachers to ensure that learning opportunities in both English and maths are equally optimised.*

*In line with the aims and objectives of all our educational programmes, our Pupil Premium activities and learning are tailored to meet the specific needs of each child from his or her starting point, whether he or she be working towards year group expectations, achieving year group expectations or working towards greater depth.*

*We are invested in providing support and making a difference to disadvantaged children in our school. Our focus on great teaching and targeted enrichment programmes, demonstrate the positive impact on attitudes to learning and outcomes of disadvantaged children.*

*Our objectives are to:*

- *Remove barriers to learning and enrichment activities created by disadvantage in income, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged*
- *Ensure all pupils are better able to access the breadth of the curriculum*
- *Develop confidence in the ability of children to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their resilience along with their knowledge and understanding*

*Achieving our objectives:*

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

- *Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching*
- *Provide targeted intervention and support to address identified gaps in learning including the use of small group work and 1:1 tuition*
- *Additional teaching and learning opportunities provided through trained LSAs*
- *Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences including extra-curricular activities*
- *Provide opportunities for all pupils to participate in enrichment activities including sport and music*
- *Provide appropriate support to nurture and enable pupils to access learning within and beyond the classroom.*
- *Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote SRS values and thus enhance learning.*

*Strategies listed will be reviewed, adapted and developed in response to the evolving needs of the children.*

**Key Principals:**

*We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Through Target Tracker, the Headteacher, PP teacher and class teachers will identify children’s needs and outline specific intervention and support appropriate for individual pupils, which will be reviewed at Pupil Progress Meetings. Alongside academic and enrichment support, we will ensure that those pupils who have social, emotional and mental health needs will have access to high quality provision from appropriately trained adults.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1.	<b>Language skills</b> – Observations, assessments and discussions with pupils indicate that some PP children have delayed receptive and expressive language skills which impact on their access to the curriculum and their peer interactions. This is evident throughout the school for our more disadvantaged children. Lower starting points with communication and language impacts the range of vocabulary and expressive language.

2.	<b>Reading</b> - Assessments in phonics and reading indicate that some children are struggling to make progress in their reading skills. This has a significant impact on their reading as well as their access to the curriculum.
3.	<b>Cognition and learning</b> (narrow vocabulary, poor memory, limited recall). Teacher assessment indicates that the most common barrier disadvantaged pupils have is their cognition and learning or gaps in their learning. Summative assessment and teacher assessment that disadvantaged pupils commonly have a specific difficulty in reading (including phonics), writing and/or maths.
4.	<b>Social and Emotional Needs:</b> Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
5.	<b>Mental Health and Well-being:</b> As a result of the disruption in schools, due to Covid-19, the wellbeing and achievement of disadvantaged pupils has been impacted. There is an attainment gap between disadvantaged and non-disadvantaged pupils. Through our observations of children, our knowledge of children's lives and results from our wellbeing surveys, we understand that some children face a range of home and/or school challenges which could have a detrimental impact on their mental health and wellbeing. As a result, some children struggle with routines and their emotions which impacts on their learning behaviour and therefore impacts progress and attainment.  Some Pupil Premium children are supported with their social and emotional Development. Barriers: Emotional wellbeing / mental health / Low self-esteem. We know from our teacher assessment that disadvantaged pupils can have low self-esteem and need additional support with their emotional and mental health.
6.	<b>Attainment</b> - Close the gap between our pupil premium children and non-pupil premium children in <b>Maths, Reading, Writing and SPAG.</b>
7.	<b>SEND</b> - Pupil premium children also fit into another vulnerable group such as having additional special educational needs.
8.	<b>Cultural Capital</b> - Some of our pupil premium children do not have the range of rich and varied experiences as our non-pupil premium children have. Often their knowledge of the world and vocabulary acquisition is also limited. We know from research and teacher assessment that disadvantaged pupils can have lower aspirations compared to their peers due to their lack of life experiences and a literacy rich environment outside of school.
9.	<b>Attendance</b> - our data for our disadvantaged children indicates that for some of our families there is a higher level of persistent absenteeism. This can be detrimental to children's learning and their sense of belonging.  Regular and punctual attendance is a challenge for a small minority of our disadvantaged pupils. Attendance for 2021-22 is 90.9% with 2.1% unauthorised and 7% authorised.

## 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
1. <b>Language Skills:</b> All children have the necessary language skills to access the	By Year 1 children's language development is addressed through:

<p>curriculum, make progress with their learning and enjoy positive relationships with their peers.</p>	<ul style="list-style-type: none"> <li>• Interventions such as Colourful Semantics,</li> <li>• Word Aware children's language skills develop to an age appropriate level</li> <li>• A continued focus on teaching vocabulary in class, supports children's use of an understanding of language</li> <li>• Classroom observations show that children can access the learning</li> <li>• Summative assessments show children make progress across a range of subjects Children can name their friends and identify games that they like to play</li> </ul>
<p><b>2. Reading</b> - Assessments in phonics and reading indicate that some children are struggling to make progress in their reading skills. This has a significant impact on their reading as well as their access to the curriculum.</p>	<p>Disadvantaged children by Y1 or 2 achieve the expected standard in the Phonics Screening</p> <ul style="list-style-type: none"> <li>• An increased number of children achieve ARE or close the attainment gap at KS1 and KS2 SATs</li> <li>• An increased number of children achieve ARE or close the attainment gap at the end of Year internal assessments</li> <li>• An increased level of fluency in reading across the school with the ability to read age appropriate sight words.</li> <li>• Children achieve a reading age that is equivalent or close to their chronological age.</li> </ul>
<p><b>3. Cognition and learning</b> (narrow vocabulary, poor memory, limited recall). Teacher assessment indicates that the most common barrier disadvantaged pupils have is their cognition and learning or gaps in their learning. Disadvantaged pupils commonly have a specific difficulty in reading (including phonics), writing and/or math.</p> <p><b>6.Attainment</b> - Close the gap between our pupil premium children and non-pupil premium children in <b>Maths</b>, Reading, Writing and SPAG.</p>	<p>Disadvantaged pupils will be identified and supported in all areas of English and Maths in order to develop understanding towards narrowing gaps in learning.</p> <p>Through early identification of needs, class Teachers and the PP teacher will plan and deliver engaging learning support sessions for targeted PP and under-achieving pupils in both English and Maths.</p> <p>Lessons will be delivered, reviewed and evaluated to ensure the effectiveness of support for targeted pupils including Pupil Premium children.</p> <p>Visuals including hands-on materials and resources will be provided to develop cognition through explicit teaching that encourages metacognitive strategies.</p> <p>Progress and attainment will be discussed with class teachers and senior leaders.</p> <p><b>Maths: To close the attainment gap in maths, we:</b></p>

	<p><i>Develop key conceptual knowledge and understanding for PP children to progress in maths.</i></p> <p><i>Provide a coherent linked framework to support the development of understanding leading to mastery of key maths concepts.</i></p> <p><i>Consistently use core mathematical representations and language across year groups to guide the development of calculation and fluency and to connect prior learning to new learning.</i></p> <p><i>Practice arithmetic and basic maths skills to ensure key mathematical concepts are embedded and children can more fluently recall this information and see the links between topics in Maths.</i></p>
<p><b>4. Social and Emotional Needs:</b> <i>Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.</i></p>	<p><b>Progress in the engagement with or in small group circle time/discussion.</b></p> <p><i>Joining in with class/playtime buddies. Support for coming into school/ break/lunchtime within class/year group. Feeling comfortable with transition plans – moving a year (further transition/moving up booklet).</i></p> <p><i>Responding appropriately with: Time To Talk – Rec / KS1, Sixes and Sevens – Year 2/3 or Socially Speaking Programme Yrs 4, 5 or 6, Talk about Self-Esteem and Self-Awareness KS2,</i></p> <p><i>Growth and progress report from Learning Mentoring</i></p> <p><i>Involvement with and responding to Lego-therapy, Mindfulness / Yoga with Beryl, Music Therapy or Play Therapy.</i></p> <p><i>Responding to or showing progress with Other Assessments such as:</i></p> <ul style="list-style-type: none"> <li><i>• GL Assessment of Emotional Literacy.</i></li> </ul> <p><i>Social stories. 1:1 or small group social/emotional and or self-esteem work-Learning mentor.</i></p> <p><i>Modifying behaviour through school reward systems:</i></p> <p><i>Individual Reward systems.</i></p> <p><i>Reflection book/ journal 'Proud Book' for eg. Increased Home/School communication. Managed Time Out. Safe area in class / school</i></p>

	<p><i>Managed support for the start of school day 1:1 LSA/CT.</i></p> <p><i>Lunchtime Club. Timetable changes e.g. not attending assembly.</i></p> <p><i>Social Detective, Music Therapy, Play Therapy</i></p> <p><i>Assessments as outlined in previous 2 stages.</i></p> <p><i>Staples Road Primary School – DRAFT February 2021</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher assessment</i></li> <li>• <i>Teacher observation</i></li> <li>• <i>Discussion at Pupil Progress Meetings</i></li> <li>• <i>SENCO consultation</i></li> </ul>
<p><b>5. Mental Health and Well-being:</b> <i>As a result of the disruption in schools, due to Covid-19, the wellbeing and achievement of disadvantaged pupils has been impacted. There is a concerning attainment gap between disadvantaged and non-disadvantaged pupils.</i></p>	<p><i>Observations will show that children can express how they feel through <b>Zones of Regulation</b>. Zones will enable children to regulate their emotions</i></p> <ul style="list-style-type: none"> <li>● <i>Observations will show that children use their personal toolkit (linked to Zones of Regulation) to enable them to regulate their emotions</i></li> <li>● <i>Children demonstrate growing resilience in class through Growth Mindset, Metacognition and Zones of Regulation</i></li> <li>● <i>Pupil surveys on mental health indicate that children feel happy and safe at school and that they enjoy positive interactions with their peers.</i></li> <li>● <i>Parent/carer surveys indicate that children have good mental health and use the strategies provided.</i></li> <li>● <i>Parent/carer surveys and feedback from the learning mentor indicate that children have better mental health.</i></li> </ul>
<p><b>7.SEND</b> - <i>Pupil premium children also fit into another vulnerable group such as having additional special educational needs.</i></p>	<p><b>Wave 1:</b> <i>High quality teaching (HQT) strategies, discussions at Pupil Progress Meetings. Writing Targets, as per school policy.</i></p> <p><b>Wave 2:</b> <i>Additional school intervention (ASI) and support (Small group building on HQT). School Learner Profile and /or external specialist advice / plan, for example Speech and Language Therapist.</i></p> <p><i>Provision based on the 4-part cycle:</i></p> <p><i>Assess, Plan, Do, Review</i></p> <p><i>Dialogue with SENCO.</i></p> <p><i>Up to 12 hours dedicated time with LSA according to needs.</i></p> <p><b>Wave 3:</b> <i>Specific targeted intervention. Personalised support / resourcing and / or curriculum. Learner Profile / advice from</i></p>

	<p>external specialist being sought or followed Application for additional funding or EHCP in place.</p> <p>12 hours + dedicated LSA support.</p>
<p><b>8. Cultural Capital</b> - Many of our pupil premium children do not have the same rich and varied experiences as non-pupil premium children.</p>	<p>A wide range of curricular and extracurricular activities will be offered to extend our children's interests and experiences.</p> <ul style="list-style-type: none"> <li>• Pupil premium children will be encouraged to choose a club from the selection on offer in order to develop their social skills, independence, perseverance and team spirit</li> <li>• Discounts or full cover of payment in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, residential etc</li> </ul> <p>The percentage of disadvantaged children participating in sporting and music sessions in KS2 activities is broadly in line with other pupils in the school.</p>
<p><b>9. Attendance</b> - our data for our disadvantaged children indicates that for some of our families there is a higher level of persistent absenteeism. This can be detrimental to children's learning and their sense of belonging.</p>	<p>The level of attendance of PP children to be in line with that of the rest of the school population of 95.4%.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting the attainment of disadvantaged learners with quality first teaching for all pupils.</p>	<p><b>EEF guide to pupil premium</b> – teaching is the top priority, including CPD Training and supporting highly qualified teachers deliver targeted support</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a></p>	<p>1, 2, 3, 4, 5, 6</p>

<p><i>PPM and INSET looking at identifying and removing barriers</i></p>	<p><i>When teachers are aware of barriers and strategies, they are able to look at ways to support the child through the removal of the barriers to enable progress.</i></p>	<p>1, 2, 3</p>
<p><i>Quality teaching and a curriculum that builds, refines and improves the development of learning in order to embed reading, writing and maths strategies.</i></p> <p><i>High expectations and ambitions for all of our pupils, including those eligible for pupil premium funding.</i></p>	<p><a href="http://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf">www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</a></p> <p><a href="#"><u>COGNITIVE SCIENCE APPROACHES IN THE CLASSROOM: A REVIEW OF THE EVIDENCE</u></a></p> <p><a href="#"><u>Cognitive load theory: Research that teachers really need to 1. High-quality teaching   EEF</u></a></p> <p><a href="#"><u>Metacognition and Self-regulated Learning   EEF</u></a></p>	<p>1, 2, 3, 5, 6,</p>
<p><i>SEND lead and PP will work together to identify and discuss support needed for PP children. SEND provides CPD sessions where appropriate e.g. in speech and language or for EAL pupils.</i></p>	<p><i>Having staff that feel skilled and confident in leading an intervention results in better progress from the children. With training, LSAs become more confident with monitoring and evaluating the interventions, which enables them to better evaluate strategies and progress being made.</i></p>	<p>1, 2, 3, 4, 5, 6, 7,</p>
<p><i>High quality teaching and continued professional development for all staff.</i></p>	<p><i>Training is beneficial to our pupils, staff and organisation. Providing opportunities for staff to discuss quality teaching and keep abreast of new initiatives and research. Training also boosts engagement and retention. The cost of replacing an employee who leaves has an impact on the school ethos and commitment to our educational goals.</i></p> <p><a href="#"><u>What makes effective CPD? - Teacher Development Trust</u></a></p> <p><a href="#"><u>Effective teacher CPD and CPD leadership: What...   HISP Research School</u></a></p>	<p>1, 2, 3, 4, 5, 6,</p>

	<p><a href="#">Effective Professional Development   EEF</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/mecognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/mecognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf</a></p> <p><a href="#">COGNITIVE SCIENCE APPROACHES IN THE CLASSROOM: A REVIEW OF THE EVIDENCE</a></p> <p>Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	
<p><i>Staff trained to improve social and Emotional Learning for all children including PP children.</i></p>	<p><i>A wealth of research and evidence link childhood social and emotional well-being as a precursor for academic achievement. Improved academic outcomes are also linked to personal happiness and feelings of success. Well-being and academic success are linked. Success breeds success which is related to successful choices and satisfying career paths in later life. There is a strong correlation between a person's self-esteem, confidence and their ability to perform and succeed in an educational or social environment.</i></p> <p><a href="#">Extra-Curricular Activities, Soft Skills and Social Mobility</a></p> <p><a href="#">Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</a></p> <p><a href="#">Research &amp; Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION</a></p> <p><a href="https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/">https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</a></p> <p><a href="#">The Impact of a Social Emotional Learning Curriculum on the Social-Emotional Competence of Elementary-Age Students</a></p>	<p>1, 2, 3, 4, 5, 6,7</p>

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

Budgeted cost: £43,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted academic support</i>		
<p><i>Early reading intervention.</i></p> <p><i>Small group phonics training daily/weekly</i></p> <p><i>Reading Effective teaching of reading comprehension strategies through Guided Reading groups, whole class guided reading and small group or 1:1 intervention.</i></p>	<p><i>Research shows that early identification of barriers to reading are key to reading development across all curricular areas. When reading skills are addressed this results in a high impact on progress with low outlay, with gains of up to (6+month on average).</i></p> <p><a href="#">Choosing a phonics teaching programme - GOV.UK</a></p> <p><a href="#">The reading framework: teaching the foundations of literacy - GOV.UK</a></p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	1, 2, 3, 6,9
<p><i>Maths Intervention</i></p> <p><i>This is provided in class and a qualified teacher delivers targeted intervention sessions to</i></p>	<p><i>The attainment gap between the lowest and highest achievers shows a correlation between advantaged and disadvantaged pupils. Being aware, we highlight approaches that could raise the attainment of all pupils. The core theme of our maths review is to prevent all struggling pupils, including PP children from falling further behind their peers.</i></p> <p><a href="#">Ofsted publishes research review on mathematics education - GOV.UK</a></p>	3, 6, 9

<p>PP children in years 1-6.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></p>	
<p><i>English - Time To Talk – Rec / KS1</i></p> <p><i>Sixes and Sevens – Year 2/3</i></p> <p><i>Socially Speaking Programme Yrs 4, 5 or 6</i></p>	<p><i>We are seeing the impact that time away from school has had on pupils who do not experience a talk rich literate environment. The evidence is clear: Pupils from EYFS to KS2 and beyond, need to be provided with opportunities to learn how to talk and discuss. Research links talk with progress both socially, emotionally and academically. Lack of engagement in discussion impacts on children’s attainment.</i></p> <p><a href="#">Talk matters   Research Schools Network</a></p> <p><a href="#">English programmes of study: key stages 1 and 2</a></p>	<p>1, 2, 3, 6, 9</p>
<p><i>Motivated Minds</i></p>	<p><i>A trained teacher is employed three days per week to support Pupil Premium children. We are dedicated to further enhancing PP experiences with high quality teaching and learning that motivates, challenges and extends pupils’ enrichment and enjoyment of learning. In line with research in this area, Motivated Minds is designed to engage and inspire pupils to develop their full potential as learners by achieving a deeper level of confidence and understanding of concepts in English or maths or both subjects.</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a></p>	<p>3, 5, 6 9,</p>

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>We follow up absenteeism and encourage children (parents) to develop a positive ethos/attitude towards attendance. Our target is to increase social and educational opportunities through 97%+ attendance for all. This Includes working with all parents who are persistently late, including disadvantaged.</i></p>	<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance</i></p> <p><a href="#"><u>Improving school attendance: support for schools and local authorities - GOV.UK</u></a></p>	<p>1-9</p>
<p><i>Support towards breakfast residential costs, school trips, after school clubs,</i></p>	<p><i>Research demonstrates that opportunities to take part in enrichment activities promote equality and broaden opportunities.</i></p> <p><a href="#"><u>Extra-Curricular Activities, Soft Skills and Social Mobility</u></a></p>	<p>1, 2, 3, 4, 5,</p>
<p><i>Behaviour Strategy School-Wide Restorative Justice</i></p>	<p>(Wachtel, 2007, p.2) The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes to their behaviour when those in positions of authority do things <i>with</i> them, rather than <i>to</i> them and <i>for</i> them</p> <p><a href="#"><u>Key Findings of the Bristol RAiS Evaluation - Report Commissioned by Restorative Solutions CIC</u></a></p> <p><a href="#"><u>SRS RESTORATIVE Staff inset 011121.pptx</u></a></p> <p><a href="#"><u>Restorative practice in schools   Restorative Justice Council</u></a></p> <p><a href="#"><u>The Use and Effectiveness of Anti-Bullying Strategies in Schools</u></a></p>	<p>4, 5, 6</p>
<p><i>Learning Mentoring/ Counselling – the school has a trained counsellor to work with assigned children in all year groups.</i></p>	<p>Mentoring can change aspirations and attitudes to increase educational opportunities and outcomes.</p>	<p>1, 3, 4, 5, 6, 9</p>

	<p>Joseph Rowntree foundation.</p> <p><a href="#">Can changing aspirations and attitudes impact on educational attainment? A review of interventions</a></p>	
<p><i>Internal and Externally provided</i></p> <ul style="list-style-type: none"> <li>● <i>Forest School</i></li> <li>● <i>Yoga</i></li> <li>● <i>Lego-therapy</i></li> <li>● <i>Mindfulness/ Yoga</i></li> <li>● <i>Music Therapy</i></li> <li>● <i>Play Therapy</i></li> <li>● <i>Pre and after school clubs</i></li> </ul>	<p><i>As stated earlier, research evidence links childhood social and emotional well-being to academic achievement. Improved academic outcomes are also linked to personal happiness and feelings of success. Well -being and academic success are clearly linked. Children who have broad and rich experiences increase their opportunities to succeed in educational and social environments.</i></p> <p><a href="#">Extra-Curricular Activities. Soft Skills and Social Mobility</a></p>	<p>1, 3, 4, 5, 6, 9</p>

**Total budgeted cost: £51,060**

## 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 2023 to 2024 academic year.

*Impact from Last Academic Year: 2023-2024*

*PPG interventions were consistently carried out using a dedicated teacher. Meticulous timetabling and planning as well as clear communication with class teachers meant interventions were relevant and closed targeted gaps.*

*When asked, children receiving intervention could clearly articulate what they were learning and why. Pupil Progress meetings took place termly and PPG data showed good progress in all year groups from Year 1 to 6.*

### 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
NOTE: The school did not purchase any non-DFE programmes	NOTE: The school did not purchase any non-DFE programmes

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was spent in line with the other PPG children
What was the impact of that spending on service pupil premium eligible pupils?	This was spent in line with the other PPG children