

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Ravens Academy
Number of pupils in school	326 Nursery - 21
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	April
Statement authorised by	Principal Mrs V Rose
Pupil premium lead	Mrs V. Rose
Governor / Trustee lead	Mrs P. Beanland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,645.84
Recovery premium funding allocation this academic year	£34,583
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£363,228.84

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Ravens Academy is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress and attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

Our approach will be responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic.

AT Ravens, all staff have the highest of expectations of all pupils, irrespective of background or the challenges they face. Through our adaptation of the Dimensions Curriculum, we ensure that high levels of disadvantage do not impede any pupil from exposure to a broad, balanced and enriched curriculum. We enriched our curriculum with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences outside of the academy
- act early to intervene at the point when a need is identified & engage with outside agencies where needed
- • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy</p> <p>Our baseline assessments on entry to Reception class demonstrate that 47% of our disadvantaged pupils arrive below age-related expectations compared to only 29% of others.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 34% of our disadvantaged children are on track to pass the phonics screening while 56% of our non-PP are on track.</p>
2	<p>Low levels of speech, language and communication.</p> <p>10% of our disadvantaged pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>11% of all pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>Of the current 2021 Nursery intake 33.3 % of all pupils have been identified as having speech and language difficulties.</p> <p>Of the 2021 Reception intake (8/17= 29%) of our disadvantaged pupils have been identified as having speech and language difficulties.</p> <p>Of the 2021 Reception intake (2/13= 15%) of all pupils have been identified as having speech and language difficulties.</p>
3	<p>Low levels of attendance &amp; punctuality (PA)</p> <p>PP PA in 20-21 was 32.36% for the year. Overall attendance PP last for 20-21 was 87.32%.</p> <p>Autumn 1 2021 indicates that of the 29.20% PA list 79.25% of the pupils are disadvantaged. Overall PP attendance YTD (30/11/21) is 89.36%</p>

4	<p>Historical Socio-cultural &amp; economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial</p>
	<p>school closures. These findings are further supported by a number of national studies on partial school closures.</p>
5	<p>Our internal tracking in Autumn 1 and Autumn 2 through discussions and observations have identified social and emotional / self-confidence &amp; behavioural issues for some disadvantaged pupils.</p> <p>53 pupils in Autumn 1&amp;2 were receiving pastoral intervention, of which 98% were PP pupils.</p> <p>16 pupils in Autumn 1&amp;2 receiving support from social care, of which 88% were PP pupils.</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
<p>Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. (1&amp;2)</p>	<p>Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.</p>
<p>Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. (1&amp;2)</p>	<p>Teacher, and S&amp;L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.</p>
<p>Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (3)</p>	<p>PA for disadvantaged pupils reduces every half term from 79% Autumn 1. PP attendance YTD maintained at 89%</p>

<p>Pupils are able to see past the sociocultural cycle they are in and have the ability, means &amp; support to approach things differently, leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips &amp; residential.</p> <p>Discussions with pupils, teachers &amp; support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>
<p>that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)</p>	<p>Discussions with pupils, parents, teachers &amp; support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.</p>
<p>Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner, leading to reduced behaviour incidents, and better outcomes across all subjects. (5)</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p>

## Activity in this academic year (2022 – 2023)

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: £157,480.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Quality first teaching will be enhanced through a comprehensive CPD programme planned for teachers and support staff, to include the following –</p> <ul style="list-style-type: none"> <li>• Adaptive teaching</li> <li>• Rosenshine’s Principals of Instruction</li> <li>• Subject Specific Training</li> <li>• Reading into Writing</li> <li>• Maths Mastery Program</li> </ul> <p>£10,000</p>	<p>All CPD will be research and evidence based. Further training around planning will incorporate the research-based strategies described in Rosenshine’s Principles of Instruction.</p> <p>Subject specific training, and curriculum design, based on Ofsted’s research.</p> <p>The following strands are rated highly in the EEF Guide on early literacy  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-earlyyears">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-earlyyears</a> on Developing Early Literacy and Improving Literacy in KS1 and KS2:</p> <ul style="list-style-type: none"> <li>• Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills (KS1-2)</li> <li>• Embed the systematic phonics programme (KS1-2)</li> <li>• Teach pupils to use strategies for developing and monitoring their reading comprehension (KS1-2)</li> <li>• Support pupils to develop fluent reading capabilities (KS2-2)</li> <li>• Teach reading comprehension strategies through modelling and supported practice (Y2 – Y6)</li> </ul> <p>• Training as part of the Maths Mastery Programme which is based on the latest research.</p>	<p>1 &amp; 2</p>
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<p>Additional staffing model in EYFS&amp;KSI to ensure smaller ratios enhancing quality first provision, alongside a Mastery model. £37,611</p>	<p>All of these methods will be deployed across EYFS and KSI as a result of increased teaching capacity within the phase.</p> <p>Reduction in class size +2 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducingclass-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducingclass-size</a></p> <p>Teaching Assistant Interventions +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teachingassistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teachingassistant-interventions</a></p> <p>Within class attainment grouping +2 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teachingassistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teachingassistant-interventions</a></p> <p>Mastery Teaching model in class +5 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/masterylearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/masterylearning</a></p>	<p>I &amp; 2</p>
<p>Additional LSA Support in year groups most affected by the pandemic and have the highest numbers of PPG pupils: EYFS, years 1, 2, 3 and 4 £109,869.19</p>	<p>Additional LSA support will be used to enhance quality first teaching whilst taking into consideration the recommendations from the EEF in their Guidance on Effective Use of Teaching Assistants. <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>I &amp; 2</p>

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

Budgeted cost: £57,743.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>S&amp;L interventions in EYFS in the afternoon, such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</p> <p>Communicate £3,000 Speech and Language Assistant £19,000</p>	<p>Oral language interventions can provide progress of +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/orallanguage-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/orallanguage-interventions</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/smallgroup-tuition</a></p> <p>Wellcom internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention  <a href="https://www.ndcs.org.uk/informationandsupport/being-deaf-friendly/informationforprofessionals/assessments-for-deafchildrenand-young-people/early-communicationskills/wellcomm-early-years-thecompletespeech-and-language-toolkit/">https://www.ndcs.org.uk/informationandsupport/being-deaf-friendly/informationforprofessionals/assessments-for-deafchildrenand-young-people/early-communicationskills/wellcomm-early-years-thecompletespeech-and-language-toolkit/</a></p> <p>Early communication and language interventions can provide +6 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyearstoolkit/communication-andlanguageapproaches">https://educationendowmentfoundation.org.uk/education-evidence/earlyyearstoolkit/communication-andlanguageapproaches</a></p> <p><a href="https://ican.org.uk/training-licensing/icanprogrammes/talk-boost-ks1/">https://ican.org.uk/training-licensing/icanprogrammes/talk-boost-ks1/</a></p>	<p>2</p>
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<p>Use of digital platforms to set HL and projects such as Nessy for targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p> <p>Purple Mash £805 Doodle £540 TT Rockstars £100 Story Time £340 Accelerated Reader £8,750</p>	<p>Home Learning provision can provide +6 months of progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/homework</a></p> <p>Individual instruction in through various mediums including digital can provide +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction</a></p> <p>Digital technology use in EYFS can provide +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/digitaltechnology">https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/digitaltechnology</a></p>	<p>1 &amp; 4</p>
<p>Tutoring internally for targeted pupils' in phonics, reading, writing or maths afterschool across Y1 to Y5. £8198.69</p>	<p>1:1 tutoring proves highly effective progress +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oneto-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oneto-one-tuition</a></p> <p>Small group tutoring proves highly effective progress +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/summer-schools</a></p> <p>Extending the school day for things such as tutoring or boosters +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/extending-school-time</a></p> <p>Early Phonic intervention provides +5 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/phonics</a></p>	<p>1, 4 &amp; 5</p>

Small group targeted support across KSI and LKS2 £8,498.19	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/reading-comprehensionstrategies</a>	
Small group 'catch up' and intervention for PP pupils with SEND. £8,511.50	Small group tutoring proves highly effective progress +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/summer-schools</a>	

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

Budgeted cost: £148,005.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Leader with strategic overview of Behaviour and attendance. £18,100.53</p> <p>Attendance , Behaviour &amp; parent liaison lead in school to work with families on reducing PA and improve Whole school attendance £26,558.65</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>	3, 4 & 5

<p>Aquinas - Attendance company to work on reducing PA and improve whole school attendance,</p>	<p>The DFE published a report on the links between attendance and attainment in 2014. <a href="https://www.gov.uk/government/publications/absenceandattainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absenceandattainment-at-key-stages-2-and-4-2013-to-2014</a></p>	
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<p>carrying out home visits, liaising with the LA regarding prosecution for PA. £2,720</p> <p>Admin Attendance Support, supporting the attendance lead in school to support children and families to improve their attendance. £11,061.50</p> <p>Learning mentor, holding parent meetings and organising in-house sanctions and rewards. Supporting pupils' metacognition and self regulation. £21,714.44</p> <p>School based counsellor x 5 days/week to provide counselling service and therapy. £21,850.15</p>	<p>Effective behaviour intervention can improve academic outcome by +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviourinterventions</a></p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognitionand-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognitionand-self-regulation</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialandemotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialandemotional-learning</a></p>	
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<p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. £2,500</p>	<p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Effective behaviour intervention can improve academic outcome by +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>Termly reward for 100% attendance is a book.£1,000 Annual reward for 100% is a raffle for a new bike. £5,000</p>	<p>This year more children received rewards for improved attendance, than previous years .</p> <p>We ordered 60 individual prizes for children below 95% and 35 of these met the target in the Spring term and received their reward.</p> <p>last year we had 25 children who achieved 100% for the year despite the impact of Covid at the start of the academic year.</p> <p>Children are motivated to gain 100% and proud of their achievements. Valuing the assembly to show their attendance score.</p>	
<p>Breakfast and after school club staffing £10,000</p> <p>Food and fruit for all pupils at smack time. £7,500</p>	<p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation &amp; concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.  <a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs_Breakfast_Club_Audit_APSE.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs_Breakfast_Club_Audit_APSE.pdf</a></p> <p><a href="https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day">https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p>	

<p>All pupils are exposed to first hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. £20,000</p>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	
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**Total budgeted cost:** £363,228.84

## 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.

Our Speech and Language specialist worked with targeted children and had a positive impact on language and communication. It also had a positive effect on their engagement in lessons.

Additional phonics provisions run by HLTAs and LSAs were offered to PPG children who had not passed their Phonics Screening Check (Year 2) and who were at risk of not passing (year 1). These provisions were created thinking of the individual needs of the children. Phonics data was positive across KS1 and the gap between PPG children and non-PPG is minimal.

LSAs and HLTAs delivered interventions such as precision teaching to support children who are entitled to PPG. Identified gaps were being addressed in these sessions

Absence among disadvantaged pupils was 5.09% higher than their peers in 2021/22 and persistent absence 56.68% 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 pupil behaviour improved last year, but 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

Programme	Provider
1:1 Tutoring for maths	Third Space
White Rose Maths Resources and Training	White Rose Maths
Accelerated Reader	Renaissance Learning
X Tables Rockstars	TT Rockstars
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Classroom Secrets	Classroom Secrets

## 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 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 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.