

Pupil premium strategy statement – Oakwood Primary Academy

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

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

School overview

Detail	Data
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	8 th December 2023
Date on which it will be reviewed	31 st July 2024
Statement authorised by	Paul Arnold
Pupil premium lead	Jodie Chubb
Governor / Trustee lead	Dan Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,042.50
Recovery premium funding allocation this academic year	£15,588
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£189,630.50

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged pupils and their peers has long been one of the greatest challenges in our education system. Furthermore, there may be increases in the level of disadvantage in many school communities because of the Covid-19 pandemic. Addressing disadvantage in our schools and classrooms is challenging but we are not powerless in this and believe that inclusive teaching and learning can change lives. It is a process, not an event and to better support our disadvantaged pupils, Oakwood Primary Academy has drawn together a set of key principles, rooted in evidence and national 'best practice,' to address educational disadvantage.

Therefore, we have continued with our tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact.

1. Teaching and whole school strategies - the transformative power of an effective teacher is something all of us have experienced and understand. We also know that these effective teachers have a direct influence in enhancing children's learning. Years of research on teacher quality supports the fact that effective teachers not only make children feel good about school and learning, but also that their work results in increased achievement.

2. Targeted approaches - evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside direct teacher input.

3. Wider strategies - the final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour, and social and emotional support.

Our ultimate objectives are:

- To remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.

- To enable all pupils to access all areas of the curriculum including wider school opportunities.

- To open doors for disadvantaged pupils through equity of access to all areas of the curriculum including wider school opportunities.

At Oakwood Primary Academy, we aim to help our children achieve the highest possible standard and provide a rich, broad, and balanced curriculum. Inspiring experiences and visits are a vital part of our children's education. Our high quality and committed staff provide a first-class educational experience for all learners and continue to embed our key principles as we know what happens in the classroom matters most. We aim to develop incredibly positive and productive relationships with our pupils and families.

Throughout our Pupil Premium strategy, we have focused on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils, leading to better life chances, life choices and opportunity. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD (Continuing Professional Development) plan which ensures that all teachers and staff members continue to have the highest expectations of all pupils. When making decisions about Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Strategies should focus on the needs of the pupils, not labels, and one size cannot fit all. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, poor language development and comprehension, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Educational disadvantage cannot be tackled in isolation so we will ensure that all teaching staff are involved in the analysis of assessment to ensure they are fully aware of what we need to address across the school.

Our school will:

- Have a designated Senior Leader who contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF (Education Endowment Foundation) research. This plan will be available on the website and reviewed termly by Senior Leaders and our LAB (Local Advisory Board).
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact.
- Use assessment to support learning, inform high-level decisions and inform classroom practice. Excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts, and aspirations.
- Provide pupils with a rounded education that is well taught, well-resourced, and properly funded.
- We know that high-quality teaching is adaptive and meets the needs of the learner. Differentiations is about 'scaffolding up' and not setting limitations on what pupils can achieve.
- Explicitly teach metacognitive skills within subject domains to support pupils in recognising their strengths and weaknesses and motivating themselves to engage in, and improve, their learning.
- Address financial and practical barriers to learning and enrichment.
- Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills. Most children who join us in Reception are working in the 3–4-year-old age band, although some children are working within the 0–3-year-old band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 (Key Stage 1) and KS2 (Key Stage 2), children are unlikely to use talk to connect ideas and explain what is happening coherently.

2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly listening, attention and understanding.</p> <p>Most children are working within 3–4-year-old age band, although some children are working within the 0-3 year old band, on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
3	<p>Complex family situations.</p> <p>Pupils eligible for Pupil Premium at Oakwood Primary School have on average experienced more Adverse Childhood Experiences.</p>
4	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged pupils are more likely to get a Time Out Behaviour Log; this influences their academic progress and that of their peers. Last year, 79.6 % of disadvantaged pupils received at least 1 Time Out Behaviour Card compared to 20.4% of non-PP pupils.</p>
5	<p>Attendance and Punctuality issues.</p> <p>Attendance figures are currently at 35.9% for disadvantaged pupils and this is something we would like to improve. A higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p>
6	<p>Metacognition and self-regulated learning.</p> <p>Some pupils tend to be over-reliant on teacher affirmation as a measure of success, rather than developing their own independent learning skills by planning, monitoring, and evaluating their own approach to a task.</p>
7	<p>Basic number facts</p> <p>By the end of Year 1 last year, 7/13 disadvantaged pupils could confidently count to and across 100, forwards and backwards from any given number, 3/13 were working towards this and 3/13 pupils had not begun achieving this objective.</p> <p>5/13 disadvantaged pupils in Year 1 were able to confidently count in multiples of twos, fives, and tens from 0 and 7/13 were working towards this. 1/13 disadvantaged pupils did not begin working towards this objective.</p> <p>11/14 disadvantaged pupils in Year 4 were working towards recalling multiplication and division facts for multiplication tables up to 12×12 but had not achieved this.</p>
8	<p>Attainment Gap</p> <p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged 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
Improved outcomes for EYFS (Early Years Foundation Stage) for Listening, attention and understanding.	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining

	<p>make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>The number of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally.</p> <p>During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND (Special Educational Needs and Disabilities) need has been identified.</p>
<p>The attainment gap between Pupil Premium pupils and non-pupil premium pupils has been lowered. Quality first teaching experienced consistently throughout the school.</p>	<p>End of year data – PP pupils are no more than 10% below non-PP in English, Maths and Science.</p>
<p>Attendance Data to be in line with National PP pupils' attendance to be monitored throughout the year – and trust policy followed to help this improve.</p>	<p>Whole school attendance and PP pupils is in line with National.</p> <p>Number of disadvantaged pupils receiving attendance letters reduces.</p> <p>Trust lead for attendance to meet with HOS on a half termly basis.</p> <p>Family Support Advisor, Inco, Phase Leaders, and Class Teachers to discuss attendance with Parents/Carers to support where necessary to reduce the number of persistent absentees among disadvantaged pupils.</p>
<p>All pupils but especially PP pupils to have a lowered number of behaviour logs/RRS days and Time outs</p>	<p>The number of Behaviour logs, RRS days and Time outs lowered from the previous years data.</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for Building Relationships and Managing Self.</p>
<p>Our disadvantaged pupils will demonstrate improved oral language skills and disciplinary subject vocabulary.</p>	<p>Teachers, Leaders, and Governors to focus on addressing the language gap during strategy review evaluations.</p> <p>Early identification of children requiring SALT ensures that children receive support quickly.</p> <p>PLP Speech and Language support is maintained to provide 0.2 weekly SALT programmes to children in EYFS and KS1. Follow-up programmes are provided for school and parents.</p> <p>Assessments and observations will indicate further improved oral language skills and disciplinary subject vocabulary levels among disadvantaged pupils. This will be further triangulated with a range of sources of evidence, including pupil engagement in lessons, book scrutiny and ongoing formative assessment.</p>

Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.	When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently. At the end of Year 1, all disadvantaged pupils will have achieved the KPI: confidently count to and across 100, forwards and backwards from any given number.
Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences. PP pupils with complex family situations will be supported as part of an EHAT or TAM (Team Around Me) and will meet at least ARE by the end of the academic year.
Teachers to explicitly teach metacognitive skills within subject domains.	AHoS and Subject Leaders to monitor the implementation of metacognitive skills across every year group to ensure all teachers are scaffolding up and using modelling and worked examples. Metacognitive skills are used to support pupils to develop their own independent learning skills by planning, monitoring, and evaluating their approach to a task. This will be visible in learning walks and lesson observations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap.' Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available	7 & 8
Rosenshine's Principles	Rosenshine's Principles CPD To maintain high quality teaching, continued professional development must be embedded. Regular CPD and coaching is a	8

	form of teacher development based on Rosenshine's 10 Principles of Instruction	
Speech and Language Therapy	EEF shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research. All children in EYFS are being supported by MAST S&L for an initial assessment and then have children who are highlighted accessing in school intervention for S&L EYFS to support early language skills, utilising the principles of NELI.	1
Reading comprehension strategies (RWI, Whole Class Reading)	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	1, 6, 8
Identify pupils' barriers to learning through use of diagnostic assessment	EEF states that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	4, 5, 6
Continue to ensure early identification of pupils' SEMH needs.	My stars Audit and BAE Audit	3, 4
Increased opportunities for peer observations and coaching to develop classroom practice with a focus on high quality interactions, pupil participation and metacognition	EEF (guide to PP – tiered approach) shows that teaching is a top priority, including CPD	6, 8

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

Budgeted cost: £44,765.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast track tutoring RWI	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-	8

	up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum, and focused on the areas where pupils would most benefit from additional practice or feedback.	
Times table Rockstars	Research on Rosenshine’s Principles of Instruction and Willingham’s fluency and drilling show that students’ confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long-term memory whilst playing this game.	7
Extra-Curricular Activities and curriculum enrichment	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. “Intelligence plus character-that is the goal of true education.” —Martin Luther King, Jr. In 2019 PP pupils outperformed non-PP pupils nationally but to build cultural capital, pupils not only need knowledge, but they also need attitudes, tastes, values, and language. Pupils at Oakwood Primary Academy need access to experiences to enable them to accumulate these skills.	8

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

Budgeted cost: £44,765.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust leader for attendance	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving Attendance Guidance report	5
MAST	When behaviour needs cannot be met through a universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team including support at TAMs (Team Around Me) and EHATS, therapy services and family support	4

	for boundaries and appropriate chastisement.	
Happy Minds Project and ELSA	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has incredibly low security, so schools should be especially careful to monitor the efficacy of SEL (Social Emotional Learning) approaches in their settings.	4 & 6
Discovery List activities (including outdoor learning) - stimulating extended learning experiences help develop imagination and language development.	Providing enrichment activities to support curriculum development is vital in showing pupils skills needed to do certain jobs and to have high aspirations for their own careers. Very few of our pupils get these opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time, therefore we provide this for them.	4,5,6,8

Total budgeted cost: £189,630.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

EYFS	GLD (PP)
Oakwood	78% (88%)

88% of our Pupil Premium pupils achieved GLD.

Year 1	PSC (PP)
Oakwood	71% (60%)

Year 2	PSC (PP)
Oakwood	67% (67%)

60% of Year 1 Pupil Premium pupils passed their Phonics screen check alongside 67% of Year 2 Pupil Premium children

KS1	Reading		Writing		Math		RWM (Combined)
	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS+ (PP)
Oakwood	57% (38%)	16% (6%)	53% (38%)	2% (6%)	57% (44%)	16% (6%)	43% (25%)

In Year 2, 44% of our Pupil Premium pupils achieved Reading and Writing and 50% in Math

KS2	Reading		Writing		Math		RWM (Combined)
	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS+ (PP)
Oakwood	62% (55%)	4% (0%)	68% (45%)	0% (0%)	60% (30%)	10% (15%)	50% (40%)

In Year 6, 55% of our Pupil Premium pupils achieved Reading, 45% Writing and 45% in Math

Reading	% ARE+ (Number of Children)						
	R (35)	Y1 (41)	Y2 (48)	Y3 (37)	Y4 (42)	Y5 (51)	Y6 (50)
PP	63% 5 pupils	40% 6 pupils	29% 4 pupils	45% 10 pupils	44% 8 pupils	57% 8 pupils	55% 11 pupils
Non-PP	48% 13 pupils	58% 15 pupils	35% 12 pupils	53% 8 pupils	61% 17 pupils	64% 21 pupils	83% 25 pupils

In year groups 1 to 6, PP pupils do not attain as highly as their non-PP counterparts. EYFS PP pupils have out-performed non-pp pupils. Attainment gaps are still present across years 1-6 but have narrowed in Year 2, Year 3 and Year 5.

Writing	% ARE+ (AFL Data as no Writing test data)						
	R (35)	Y1 (42)	Y2 (50)	Y3 (39)	Y4 (42)	Y5 (51)	Y6 (50)
PP	63% 5 pupils	40% 6 pupils	40% 6 pupils	45% 10 pupils	39% 7 pupils	56% 9 pupils	45% 9 pupils
Non-PP	48% 13 pupils	58% 15 pupils	59% 20 pupils	53% 8 pupils	63% 15 pupils	59% 19 pupils	73% 22 pupils

In year groups 1 to 6, PP pupils do not attain as highly as their non-PP counterparts. EYFS PP pupils have out-performed non-pp pupils. Attainment gaps are still present across years 1-6 but have narrowed in Year 3 and Year 5.

Maths	% ARE+ (Number of Children)						
	R (35)	Y1 (42)	Y2 (49)	Y3 (39)	Y4 (42)	Y5 (48)	Y6 (50)
PP	88% 7 pupils	60% 9 pupils	47% 7 pupils	42% 8 pupils	39% 7 pupils	27% 4 pupils	60% 12 pupils
Non-PP	78% 21 pupils	65% 17 pupils	59% 20 pupils	53% 8 pupils	62% 21 pupils	61% 20 pupils	80% 24 pupils

In year groups 1 to 6, PP pupils do not attain as highly as their non-PP counterparts. EYFS PP pupils have out-performed non-pp pupils. Attainment gaps are still present across years 1-6 but have narrowed in Year 1 and Year 2.

Activity (from PP strategy)	Impact
High quality teaching	<p>As a result of children being able to know and remember more, we have ensured that retrieval opportunities are a part of the daily learning process. This has been actioned in staff CPD sessions and put onto the planning template to ensure teachers are discretely planning retrieval practices into their lessons. All teaching staff have been given a bank of retrieval practices and the implementation of these are monitored by the leadership team.</p> <p>When following our robust monitoring cycle, we noticed that the pace and structure of lessons was a common theme that teachers needed support with. As a result of this, a CPD has been delivered with the focus on strategies to support participation which have ensured a higher percentage of children being active participants within the learning.</p> <p>When pupil conferencing our disadvantaged children, it was evident to us as a leadership team that the children were lacking in their oracy skills and were unable to articulate their thinking. As a result of this, teachers have created an oracy display for their classrooms and stem sentences is a non-negotiable feature within Maths planning. Since the introduction of this, we are noticing that children are beginning to speak in full sentences which are grammatically correct.</p>

	<p>As leaders we identified that some of our PP pupils were not showing readiness to learn and were distracted when their teacher or another pupil was talking. Therefore, another QFT focus this term was the 'pause, signal, insist' strategy. This is a classroom management strategy to ensure pupils readiness to learn and that our classroom environments are calm and purposeful. Teachers were shown this through deliberate practice and in a recent subject review, it was noted how well our pupils were engaged and followed their teachers' instructions.</p> <p>We have continued to focus on the 'I do, we do, you do' strategy to modelling for all of our pupils however, in particular PP pupils. This is a strategy to scaffold the learning for pupils and learn in small achievable steps. Through a recent PP pupil voice, pupils were able to refer to this method and said that it has improved their understanding in the classroom when their teacher follows this approach.</p> <p>As leaders we have continually analysed data across the year and a weakness across the whole school for PP pupils in the Autumn Term was writing. 12% were on track to meet ARE by the end of the academic year. As a result of this, we introduced colourful semantics. An external CPD by Livewell Southwest was delivered. This is strategy to support pupils with their sentence structure, grammatical knowledge and editing and improving their work. Due to all teachers putting this into practice across the year, 56% of PP pupils met ARE by the end of the year.</p> <p>Through every CPD this year, PP children have been highlighted and all staff are expected to know their children and discuss the support that has been actioned for them. During key stage moderation, staff were asked to highlight their PP children. It was evident that they were aware of the PP pupils in their classes and could explain the targeted support that they were receiving.</p>
Rosenshine's Principles	Throughout the year, the 10 principles of Rosenshine have been shared with all staff through CPD sessions.
Speech and Language Therapy	<p>Speech and Language interventions have continued throughout the year and referrals have been made to MAST when a pupil is causing concern. As a result of this, MAST have written the S&L program and sent to the school and pupils receive their programme X2 a week. 80% of PP pupils who received this intervention have made expected or exceeded their expected progress.</p> <p>Across the term, our teaching assistants and Y1 class teachers have run additional phonics sessions for Y1 pupils who were not making expected progress and on track to reach ARE. As a result of this, 60% (9 pupils) of PP children passed the Phonics screening.</p>
Reading comprehension strategies (RWI, Whole Class Reading)	As a result of the new Reading Framework, we have adapted our reading lesson structure and implemented Reading Fluency lessons from Year 2-6. Staff CPD was delivered by our reading leader and the trust invested in 'Christopher Such - The Art & Science of Teaching Reading' where school leaders were given this text to read to further embed our understanding of Reading Fluency. Following trust monitoring, it was identified that some teachers were unclear on the structure of the lessons and there was across a disparity across key stages and year groups. Due to this, a further CPD was given to teachers and a prescriptive lesson structure was shown of which all teachers were directed to adhere to. Following this, monitoring took place and as leaders we can see a consistent approach to teaching reading fluency with 70% of teachers following the lesson structure. Support has been given and will continue to be given to those teachers.
Identify pupils' barriers to learning through use of diagnostic assessment	PIRA/PuMa tests were completed across the year (summative assessments). Gaps were able to be identified for each child, through error analysis, with cohort, group and individual analysis used to support planning for gap filling. As a result of this, PP pupils were supported with interventions targeting to their needs.

	<p>During PPMs PP pupils were discussed for each cohort. As a result of this, teachers have a clear understanding of their disadvantage children's progress and what support they can/are putting in place to ensure their progress across the curriculum. In turn, this has raised the profile of PP pupils across are school.</p> <p>Four PP pupils in Year 6 undertook weekly 1:1 math intervention with an online tutor from Thirdspace Learning. This was 100% effective for these pupils and by the end of each session their retention of knowledge was higher than the beginning of the session.</p>
Continue to ensure early identification of pupils' SEMH needs.	<p>As a result of the identification of challenging morning transitions, Nurture Breakfast support has been implemented by the HUT team for some of our PP pupils.</p> <p>A whole school approach to soft starts at the beginning of the day also saw a positive impact on pupil regulation in the mornings, with less children coming in through the office. The soft start provided teachers with the opportunity to provide an engaging activity – Lego, cars, games for pupils to engage with while the teachers have the opportunity to talk to pupils as they come in and help to address pupils who may not be ready to learn. 90% of teachers have shared that this time in the morning made a positive impact to their class and the readiness to learn as English/RWI starts at 9:00am.</p> <p>As a result of the Leadership Team's implementation of a soft start, the only pupils now coming in through the office are families who are running late or with families where this arrangement has been agreed to support the Parent's mental health.</p>
Increased opportunities for peer observations and coaching to develop classroom practice with a focus on high quality interactions, pupil participation and metacognition	<p>As a leadership team and through our monitoring, we recognised the strengths and talents of our colleagues in regard to quality first teaching. As a result of this, 3 teachers have held open classrooms where other colleagues have observed them. This has ensured that quality first teaching practices have been exposed and shared.</p>
Fast track tutoring RWI	<p>100% of PP children have made progress which has resulted in them either moving up a RWinc group or no longer needing FTT.</p> <p>Adam Given (RWI) completed a RWI development day and feedback was around coaching to support teachers in developing their practice. As a result of this feedback, our RWI leader is being released for one session a week to deliver coaching for teachers. Teachers have opportunities for deliberate practice once a week during assemblies and are then coached following this. There is evidence of improvement in teachers' delivery of RWI.</p>
Times table Rockstars	<p>Throughout the year, weekly homework has been set, supporting the practice of times tables at home. Battles across the schools have been organised as well as competitions between classes and year groups. Certificates and prizes have been given out and celebrations have been added to Facebook.</p> <p>PP pupils have been completing the matrix in classes and earning certificates when fluent in a particular times table. Pegs are moved along the matrix so all pupils know which table they are learning.</p> <p>A Times Table meeting was held by the Maths Lead and class teachers to inform parents of the MTC and the importance of learning times tables.</p> <p>Gaps were identified by class teachers and those facts were practiced during retrieval and quick-fire activities in their Math lessons.</p> <p>Maths Lead shared videos on Facebook of strategies to support with the learning of times tables at home.</p>
Extra-Curricular Activities and curriculum enrichment	<p>Extra-curricular clubs took place this year with 80% of pupil premium pupils accessing a club for a 5 week period.</p>

	Three of our PP pupils expressed an interest in Music. Therefore, we targeted them for Rock Steady sessions. As a result of this, their self-esteem was raised with 100% positive feedback.
Trust leader for attendance	As a result of a new attendance policy and trust leader of attendance our disadvantaged pupils' attendance has gone up from 72.4% to 85.4%.
MAST	<p>The very positive behaviour of all our pupils including our Pupil Premium pupils, and their ability to emotionally regulate themselves is a clear impact of our Youth Support Mentor, trauma informed school approach, high expectations shared by all staff and support by MAST.</p> <p>Targeted MAST intervention is used if the school and the EP decide a wider system response is required. This team work together using a balance of psychology and therapeutic methodologies to provide tailored interventions that address school and family needs. Having a range of different professionals working together means that the support for the parents and carers is connected and targeted around the support of the child.</p> <p>Referrals cover a range of needs which include:</p> <ul style="list-style-type: none"> o Managing behaviour at home o Anxiety o Bereavement and loss o Family breakdown / restructure o Impact of parental illness
Happy Minds Project and ELSA	<p>SEMH and behaviour logs has continued to be a key challenge for our PP pupils. Therefore, further Happy Minds training for staff was actioned this year. As a result of this, weekly lessons and assemblies took place for all pupils which focused on their SEMH needs, learning how to have resilience and learning behaviours and understand their brain.</p> <p>All pupils and teachers completed a questionnaire prior to starting the My Happy Minds programme to monitor the children's understanding and feelings towards their mental health. This is then repeated at the end of the each unit of lessons. Below are the teachers responses:</p> <p><u>Meet you Brain Unit</u></p> <p>Before learning:</p> <p>100% of teachers said half or less of their children were aware of the factors that contribute to their wellbeing.</p> <p>93% of staff said half or less of their children have a method to self-regulate during times of stress and worry.</p> <p>100% of staff said they do not spend more than one formal lesson per week learning about children's emotional and mental health.</p> <p>After completion of the meet my brain unit:</p> <p>100% of teachers have said this module has helped their class to understand their brain.</p> <p>88% of teachers have said Happy Breathing has benefitted their class.</p> <p>90% of staff are now having 1-3 conversations (formal or informal) about children's mental well-being each week</p>
Discovery List activities (including outdoor learning) - stimulating extended learning experiences help develop imagination and language development.	

--

Externally provided programmes

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

Programme	Provider
Timetables Rockstars	Maths Circle Ltd
Tapestry	The FSF Ltd
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance Learning
Charanga	Charanga Ltd