

Pupil premium strategy statement – Oakwood Community 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	276
Proportion (%) of pupil premium eligible pupils	34.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025
Date this statement was published	1st December 2024
Date on which it will be reviewed	31 st July 2025
Statement authorised by	Paul Arnold
Pupil premium lead	Johny Kelleher
Governor / Trustee lead	Sarah Catlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,000.43
Recovery premium funding allocation this academic year	
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>	£174,000.43

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, children who are looked after by the local authority, and the children of service personnel. The funding is intended to enable schools to provide additional support to these pupils to ensure that they reach their full potential.

The amount of pupil premium funding that a school receives is based on the number of children who are eligible for it. Schools are free to decide how they use the pupil premium funding, as they are best placed to identify the specific needs of their pupils. However, they are expected to be able to demonstrate how the funding has been used to support the learning and progress of disadvantaged pupils.

We use Pupil Premium funding to close the achievement gap through providing rich experiences, day trips and experiences are provided free of charge so that all children can participate equally and staff can plan exciting trips and visits. We employ support staff to enable support for pastoral and social emotional needs as well as spending money on extra resources and materials where appropriate. We also use Pupil Premium funding to purchase resources such membership to organisations that provide counselling and family support services.

Research has shown that the pupil premium can be effective in helping to narrow the attainment gap between disadvantaged pupils and their peers. A report by the Education Endowment Foundation found that, on average, the pupil premium has a positive impact on the progress and attainment of disadvantaged pupils. Our pupil premium is targeted on supporting educational achievement and focusing on the challenges for our disadvantaged children.

In conclusion, the pupil premium is a valuable resource for schools to support disadvantaged pupils and help them to achieve their full potential. It is up to schools to decide how to use the funding, but it is important that it is used in a targeted and effective way to make a difference to the learning and progress of these pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak Language and Communication skills.</p> <p>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.</p>
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.</p>
5	<p>Attendance and Punctuality issues.</p> <p>Attendance figures were 88.1% at the end of the academic year 23/24 for disadvantaged pupils and this is an area that requires improvement. Persistent absence for PP pupils was 42.6% at the end of the 23/24 academic year.</p>
6	<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 will show that the gap between PP and non PP has narrowed.</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>Inco, Phase Leaders, Senior 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>A focus on disadvantaged pupils in EYFS that 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- Use TOP TEN teaching tips approach.</p>

Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured, and pupil progress will have a limited affect due to adverse childhood experiences. PP pupils with complex family situations will be supported as part of an EHAT or TAM (Team Around Me) This support will help narrow the gap of those PP children by the end of the 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.
Children to have a wider range of experiences through sports which promotes inclusion.	PP children have the same life experiences or similar to those children who are not PP.

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: £98,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to engage in high quality CPD to deliver Quality First Teaching and Learning delivered by Trust</p> <p>CPD Lead -</p> <ul style="list-style-type: none"> - Staff INSETs - Subject leader release time and monitoring - MAT-wide curriculum development for subject leaders - MAT-wide year group development for teachers 	<p>Teachers and teaching assistants with good and outstanding levels of subject ad pedagogical knowledge secure the best possible outcomes for pupils.</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Mary Myatt Learning - learning, leadership and the curriculum</p> <p>EEF launches updated Teaching and</p>	6, 1, 2

	Learning Toolkit EEF	
Speech and Language Therapy provided by MAST supporting staff in school.	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) and continuous training being provided by RWI external teacher.	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
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. Release INCO and use HUT team to support children with SEMH needs.	My stars Audit and BAE Audit. Children are part of ELSA groups and have the time and support to overcome and share concerns that they have. The groups help support and provide strategies to children so that they can begin to overcome their own challenges. INCO tracks progress of PP children (and others) as part of the work on SEN and EHCP and works with staff in supporting the needs of these children- children have improved strategies to stay in class.	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

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

Budgeted cost: £50,604

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-	1, 2
	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.	
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.	6
ELSA support	Evaluation Reports – ELSA Network	3,4
TIS (Trauma informed Strategies) HUT provision daily.	Impact and Evidence The Thrive Approach	
Play therapist (Justin) supporting children.	Overview Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges Guidance NICE	

	Ali A, Hall I, Blickwedel J, Hassiotis A. Behavioural and cognitive-behavioural interventions for outwardly-directed aggressive behaviour in people with intellectual disabilities. Cochrane Database of Systematic Reviews 2015, Issue 4. Art. No.: CD003406. DOI: 10.1002/14651858.CD003406.pub4	
TA to support children with specific needs (EHCP) children. (Year 4 and 5) focused.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
RWinc support plus other reading support where adults are moved across the school at the point of need in reading.	Data points following pupil progress meetings in reading. EEF toolkit for +5 months. Evidence shows that PP children are not accessing reading as much at home-through teacher / TA feedback on reading diaries and Boom reader logs.	
HLTA targeted support (CH) to support early years reading.	Evidence from data points and pupil progress meetings Target in specific classroom Small group tuition EEF + 4 months One to one tuition EEF https://maximisingtas.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

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

Budgeted cost: £24,633

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
Additional experiences for children through Sports provision.	Provide additional experiences	
Nurture breakfast provided. Offered a slow start to the day.	Check EEF website Free school breakfast provision EEF	

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.	

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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