Pupil Premium Strategy Statement 2024-27

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Pupil premium strategy statement –

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	40.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	10/12/2024
Date on which it will be reviewed	10/12/2025
Statement authorised by	J Ferretti
Pupil premium lead	J Ferretti
Governor / Trustee lead	L Devers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£125,800

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's it is our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	The percentage of pupil premium pupils with persistent absence (34% 40 children) is above national and greater than non-pupil premium pupils (17%)
2	In core subjects (Early Reading, Reading, Writing and Maths), assessment data indicates that the attainment of pupil premium pupils is lower than the attainment of non-pupil premium pupils KS2 combined – disadvantaged - 38.5% non-disadvantaged – 53.3% Gap – 14.8% National disadvantaged – 45.7% gap – between disadvantaged and non-disadvantaged 21.9%
3	Reading disadvantaged – 46.2% National 62.7% Gap in Reading between disadvantaged and non-disadvantaged - 33.8% compared to national gap 17% In Phonics gap was 5%. Suggesting weakness in ability to read comprehension
4	23% of PP children are also SEND compared to 12% of non PP children who are SEND 54% of SEND children are also PP. In January 2024, 38.3% of pupils with SEN support were eligible for FSM (The Key) 64% (9 of 14) of High/Complex Needs children supported though the Lighthouse provision are Pupil Premium
5	Reception end of Autumn term assessments; PSED – Building Relationships 80% disadvantaged WTS > 32% non-dis WTS 48% gap PD - Fine Motor Skills 60% disadvantaged WTS > 32% non-dis WTS 28% gap Comprehension 60% disadvantaged WTS 32% > non-dis WTS 28% gap On track GLD 0% disadvantaged 55% > non-dis WTS 55% gap

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
Reduce the number of Pupil Premium children with Persistent Absenteeism so that the gap (17%) has diminished	The number of PP children considered to be PA, decreased by at least 10% per annum PA gap decreases by 5% per annum (aspirational) so that the gap is no more than 2% by 2027
Increasing the proportion of PP children who achieve expected standard in; Year 1 Phonics Screen and RWM combined at end of KS2 R / W / M – GDS at end of KS2 KS2 combined – disadvantaged 38.5% non-disadvantaged – 53.3% Gap – 14.8% National dis – 45.7% gap – between non-dis 21.9%	Y1 Phonic Screen: 60% (N-68%) – 8% gap 2025: within 4% of national 2026: within 1% of national 2027: above national KS2: RWM comb - 38.5% (N-45.7%) -7% gap 2025: within 3% of national 2026: within 1% of national 2027: above national KS2 GDS – 2023/24 – 2 children achieved GDS in at least 1 subject. GDS combined – 0 2024 2024/25 – 1 child / 6% GDS combined 2024/25 – 3 child / 10+% GDS combined 2025-26 – 2 child / 22% GDS combined
Reduce the gap between disadvantaged and non-disadvantaged children in Reading and increase the % of children achieving Exp + in reading Reading disadvantaged – 46.2% National 62.7% Gap in Reading? 33.8% National gap 17%. In Phonics gap was 5%	KS2 Reading att – 46.2% (National - 62.7%) – 16.5% gap 2025: 54% 2026: 60% 2027: 65% KS2: disadvantaged / non-disadvantaged gap – 34% 2025: 25% gap 2026: 15% gap 2027: 10% gap

Improved progress and outcomes for pupils with SEND and Pupil Premium	All children with PP and SEND make measurable progress in R/W/M
Reduce the gap between disadvantaged / non-disadvantaged children in Reception	% of PP children identified through WellComm assessment is reduced at GLD. PSED - 48% gap PD - 28% gap Comprehension - 28% gap GLD - 55% gap 2025: PSED - 30% gap PD - 18% gap Comprehension - 18% gap GLD - 40% gap 2026: PSED - 20% gap PD - 10% gap Comprehension - 10% gap GLD - 25% gap 2025: PSED - 15% gap PD - 5% gap Comprehension - 5% gap GLD - 10% gap Disadvantaged gap closes % of PP children identified through WellComm assessment is reduced at GLD

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50320

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI subscriptions / resources / training / progress support Staffing to run RWI groups	Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4, 5
Leadership time of key Leaders to QA teaching, monitor impact and progress DH – monitoring/QA ½ day weekly Maths & Reading leader ½ fortnightly Writing leader ½ weekly RWI leader ½ day weekly Wider Curriculum Subject leader release time Cover time to observe good practice Deputy Head to provide coaching for	• The Education Endowment Foundation (EEF) highlights that: • **High-Quality Professional Development**: Coaching supports the EEF's framework for effective CPD, which includes building knowledge, embedding practice, and providing feedback. • **Leadership Impact**: Effective leadership improves teaching standards and fosters collaboration, enhancing overall school performance. • For detailed evidence, refer to the EEF's guidance reports: Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development • Leadership Approaches https://educationendowmentfoundation	2, 3, 5

teachers / subject leaders EYs leader release time to support provision in the EYs and ensure that our youngest children get the best start. ½ day weekly		
Increased focus on the development of vocabulary for all children Purchase of resources to promote love of reading and rich vocabulary	Vocabulary gaps, especially for disadvantaged pupils, impact literacy and learning. Explicit teaching of word meanings, repetition, and embedding vocabulary in subjects bridge these gaps. Strategies include oral language development through storytelling, discussions, and contextual learning. Evidence from the EEF highlights these approaches improve reading, writing, and comprehension in primary education. This content has been informed by the EEF's guidance reports and toolkit, including Improving Literacy in Key Stage 1, Improving Literacy in Key Stage 2, Preparing for Literacy (Early Years), and Oral Language Interventions.	2, 3, 4, 5
Raise the profile of reading across school, targeting reluctant reader Purchase topic books provide cross curricular reading opportunities Purchase of books to support new reading / writing spine	Reading for pleasure is a powerful tool for improving literacy, fostering empathy, and supporting lifelong learning. The EEF emphasizes that schools can promote reading by creating a culture where books are celebrated and reading is enjoyable. Strategies include providing access to diverse and engaging texts, allocating time for independent reading, and encouraging teacher-led discussions about books. Family engagement, such as shared reading at home, is also vital. Evidence from the EEF's literacy guidance and toolkit shows that fostering a love for reading positively impacts vocabulary, comprehension, and motivation, particularly for disadvantaged pupils, closing the literacy gap effectively.	3

	Research shows that reading and vocabulary are the key to 'knowing more and remembering more'. See EEF research. We invest in texts that show diverse central characters and setting so that all children within our context can identify with texts and to raise aspirations.	
Implementation of metacognition (EEF)	There is strong evidence supporting the use of metacognitive strategies in schools to enhance student learning and achievement. 1. **Improved Academic Performance**: Research indicates that metacognitive strategies can significantly improve academic performance. The Education Endowment Foundation (EEF) reports that these strategies can lead to an additional seven months of progress when effectively implemented[1]. 2. **Self-Regulated Learning**: Metacognitive strategies help students become self-regulated learners. This involves planning, monitoring, and evaluating their own learning processes, which leads to better understanding and retention of information[2]. 3. **Enhanced Problem-Solving Skills**: By teaching students to reflect on their thinking processes, metacognitive strategies enhance their problem-solving skills. Students learn to identify effective strategies, adjust their approaches, and apply their knowledge to new situations[2]. 4. **Cost-Effectiveness**: Metacognitive strategies are considered cost-effective compared to other educational interventions. They can be integrated into regular teaching practices without significant additional resources[2]. 5. **Long-Term Benefits**: Developing metacognitive skills has long-term benefits for students, including improved motivation, better	1, 2, 3

	academic outcomes, and the ability to transfer skills across different subjects and contexts[3]. These points highlight the importance of incorporating metacognitive strategies into teaching practices to support student learning and development	
Upskill staff in the use of adaptive teaching strategies and monitoring of these (SENCO)	Adaptive teaching involves tailoring instruction to meet the diverse needs of students, and is supported by various pieces of evidence: 1. **Improved Learning Outcomes**: Research indicates that adaptive teaching can lead to significant improvements in student learning. For example, the Education Endowment Foundation (EEF) highlights that individualizing instruction can help students make up to four months of additional progress[1]. 2. **Effective for Diverse Learners**: Adaptive teaching is particularly beneficial for students with special educational needs and disabilities (SEND). The EEF's "Five-a-day" approach for pupils with SEND emphasizes anticipating barriers, planning to address them, using assessments to gather evidence of learning, and making in-the-moment adaptations[2]. 3. **Flexibility and Responsiveness**: Adaptive teaching involves continuously assessing students' strengths and needs, and adjusting teaching methods accordingly. This approach has been shown to be effective in various educational settings, including secondary schools and science teaching[1]. 4. **Teacher's Role**: The adaptability of learning activities and materials, along with the teacher's role as a guide and mentor, are crucial for the success of adaptive teaching. This method helps in creating a more inclusive and supportive learning environment[3].	2, 3, 4, 5

	Overall, adaptive teaching is supported by evidence showing its effectiveness in improving learning outcomes, particularly for diverse and special needs students, by being flexible and responsive to their individual needs.	

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

Budgeted cost: £ 37740

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm programme	The WellComm programme is backed by evidence showing its effectiveness in improving early language skills through targeted, early interventions and comprehensive support for educators and parents. 1. **Early Intervention Benefits**: Research indicates that early intervention can significantly enhance language development in young children. [Screening children early, as done in the WellComm programme, helps teachers plan more effectively according to individual needs](1). 2. **Positive Impact on Language Skills**: Studies have shown that targeted interventions, such as those recommended by the WellComm Assessment, can boost children's language skills. [For example, a study conducted in a primary school in London found that weekly interventions led to measurable progress in children's language development]. 3. [**Support for Teachers and Parents**: The WellComm programme also provides valuable insights for teachers and parents, enabling them to better support children's language development at home and in the classroom](1).	5
Reading fluency interventions to target children below ARE, including PP (TA support) More opportunities for children to read Book for every child at Christmas	1. Reading fluency interventions are supported by a variety of evidence demonstrating their effectiveness in improving students' reading skills. Here are some key points: 2. **Repeated Reading**: This is one of the most well-researched interventions. [Studies have shown that repeated reading, where students read the same text multiple times, can significantly improve reading fluency and comprehension]: This method helps students read more quickly and accurately, which in turn enhances their understanding of the text.	3

	3. **Modelling Fluent Reading**: Having a fluent reader model reading aloud can be very effective. This approach helps students understand the rhythm and expression involved in fluent reading. [Research supports that students who listen to fluent reading models tend to improve their own reading fluency](2).	
	4. **Goal Setting and Feedback**: Setting specific goals for reading fluency and providing regular feedback can motivate students and help them track their progress. [This strategy has been shown to improve both reading speed and accuracy](2).	
	5. **Oral Reading Practice**: Regular practice with oral reading, including timed readings and reading aloud in pairs or groups, has been found to be beneficial. [These practices provide students with the opportunity to practice and receive immediate feedback, which is crucial for developing fluency](2).	
	6. **Comprehensive Interventions**: Programs that combine multiple strategies, such as repeated reading, modeling, and goal setting, tend to be the most effective. [These comprehensive approaches address various aspects of reading fluency and provide a more holistic improvement](1).	
	7. These interventions are supported by a robust body of research indicating their effectiveness in enhancing reading fluency, which is a critical component of overall reading proficiency.	
RWI Fast Track tutoring	The Read Write Inc. (RWI) Fast Track Tutoring programme is designed to provide intensive support to children who are significantly behind their peers in reading. Here are some key pieces of evidence supporting its impact:	3, 5
	1. **Accelerated Progress**: The programme focuses on daily practice with reading sounds and words, which helps children rapidly improve their reading skills. [This intensive approach is tailored to the needs of the lowest progress group, ensuring they catch up quickly]().	
	2. **Positive Outcomes in Schools**: Independent evaluations and case studies have shown that schools implementing RWI Fast Track Tutoring see significant improvements in student reading outcomes. [For example, a study by the Education Endowment Foundation (EEF) found that similar phonics-based interventions can lead to an additional three months of progress over a 22-week period]().	
	3. **Comprehensive Support**: The programme provides extensive resources for teachers, including training films and teaching notes, which help educators effectively deliver the tutoring sessions. [This comprehensive support ensures that the]()	

	interventions are implemented consistently and effectively[1]. 4. **Alignment with Best Practices**: The principles of RWI Fast Track Tutoring align with the latest educational frameworks and guidelines, such as those outlined by the Department for Education (DfE) in the UK. This alignment ensures that the programme is based on proven methods for improving literacy[3].	
TT Rockstars / Numbots Lexia	The development of mental maths skills is supported by various pieces of evidence highlighting the effectiveness of different strategies and interventions: 1. **Cognitive Skills and Math Performance**: Research indicates that underlying cognitive processes play a significant role in math performance. For example, working memory, visual-spatial processing, and attentional control are crucial for effective mental arithmetic[1]. Strengthening these cognitive skills can lead to improvements in mental maths abilities. 2. **Personalized Learning Approaches**: Studies have shown that tailoring teaching methods to students' learning styles can enhance their cognitive skills in mathematics. For instance, using visual, auditory, and kinesthetic learning techniques based on students' dominant sensory modalities can improve their mental maths skills[2]. 3. **Spatial and Mathematical Ability**: There is a strong connection between spatial skills and mathematical ability. Research suggests that enhancing spatial skills through targeted interventions can lead to better mathematical performance, including mental maths[3]. Activities that improve spatial reasoning, such as puzzles and spatial visualization exercises, can therefore support the development of mental maths skills. 4. These findings underscore the importance of cognitive development, personalized learning, and spatial reasoning in enhancing mental maths abilities. EEF Using Digital Technology to Improve Learning Review (2019) "there are a number of high-quality digital interventions currently available and supported by robust evidence of a positive impact on learning".	2, 3, 4
WIDGIT	Dual coding, which involves combining verbal and visual information to enhance learning, is supported by a range of evidence: 1. **Enhanced Understanding and Memory**: Research shows that dual coding helps learners understand and remember information better. By presenting information both visually and verbally, students	4, 5

can create stronger mental connections and improve recall[1].

2. **Cognitive Load Reduction**: Dual coding can reduce cognitive load by distributing the processing demands across both visual and verbal channels. This makes it easier for students to process and retain complex information[2].

3. **Empirical Support**: Studies have consistently found that dual coding is more effective than single-mode instruction. For example, combining diagrams with verbal explanations has been shown to improve comprehension and retention in various subjects[3].

4. **Practical Applications**: Teachers who use dual coding strategies, such as integrating images with text or using graphic organizers, report positive outcomes in student engagement and understanding[2].

5. Overall, the evidence suggests that dual coding is a powerful tool for enhancing learning by leveraging the strengths of both visual and verbal information processing.

Widgit, a symbol-based language, is widely used to support learners, particularly those with learning disabilities. Here are some key pieces of evidence supporting its effectiveness:

1. **Improved Communication**: Widgit symbols help individuals with learning difficulties communicate more effectively. By providing a visual representation of words, symbols can bridge the gap for those who struggle with text alone[1].

2. **Enhanced Understanding**: Symbols can aid comprehension for students with low literacy levels or those who do not speak English as their first language. This visual support helps them understand and retain information better[1].

3. **Inclusive Learning Environments**: The use of Widgit symbols in educational settings promotes inclusivity. It allows students with diverse needs to participate more fully in classroom activities and access the curriculum alongside their peers[1].

4. **Support for Daily Life**: Beyond the classroom, Widgit symbols are used in various public spaces to assist people with learning disabilities in navigating their environments. This widespread use underscores their effectiveness in enhancing independence and quality of life[1].

Overall, the evidence suggests that Widgit symbols are a valuable tool for supporting learners with diverse needs, improving communication, comprehension, and inclusivity.

Additional staffing to support SALT interventions	Speech and language interventions are supported by a substantial body of evidence demonstrating their effectiveness in improving communication skills. Here are some key points: 1. **Early Intervention Benefits**: Research consistently shows that early intervention in speech and language therapy can lead to significant improvements in communication outcomes for children. Early identification and treatment of speech and language issues are crucial for maximizing developmental potential[1]. 2. **Evidence-Based Practices**: The use of evidence-based practices (EBP) in speech and language therapy is well-documented. For instance, the American Speech-Language-Hearing Association (ASHA) provides evidence maps that summarize research findings on various interventions, highlighting their effectiveness in different contexts[2]. 3. Comprehensive Reviews: Systematic reviews and meta-analyses have found that specific interventions, such as those targeting vocabulary development and mean length of utterance, are effective for young children with speech and language delays[3]. 4. **What Works Database**: The "What Works" database, developed by the Communication Trust, offers a moderated virtual library of evidence-based interventions. This resource helps practitioners find effective strategies for supporting children's speech, language, and communication needs[1]. 5. Overall, the evidence supports the use of targeted, evidence-based speech and language interventions to improve communication skills in children and young people.	2, 5
Lighthouse Provision	Inclusion bases for children with complex needs are supported by various pieces of evidence highlighting their benefits and effectiveness: 1. **Improved Academic and Social Outcomes**: Research shows that inclusive education can lead to better academic and social outcomes for children with complex needs. Being educated alongside their peers helps these children develop stronger social skills and a sense of belonging[1]. 2. **Evidence-Based Practices**: Effective inclusion relies on evidence-based practices, such as differentiated instruction and the use of assistive technology. These practices ensure that all students, regardless of their abilities, can access	4

	the curriculum and participate fully in classroom activities[2].	
	3. **Positive Impact on All Students**: Inclusion not only benefits children with complex needs but also their peers. Studies have found that inclusive settings promote empathy, understanding, and acceptance among all students[2].	
	4. **Supportive Frameworks**: Successful inclusion requires a supportive framework, including well-trained staff, appropriate resources, and ongoing assessment and adaptation of teaching strategies. This comprehensive approach ensures that the needs of all students are met effectively[1].	
	Overall, the evidence supports the use of inclusion bases as a means to enhance the educational experiences and outcomes for children with complex needs, fostering a more inclusive and supportive learning environment for all.	

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

Budgeted cost: £ 37740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation to be further embedded	The Zones of Regulation, a framework designed to help students develop self-regulation skills, is supported by various pieces of evidence: 1. **Enhanced Self-Regulation**: Research indicates that The Zones of Regulation can significantly improve learners' self-regulation skills. This includes better self-awareness, self-management, and responsible decision-making[1]. 2. **Positive Social Behaviour**: Studies have shown that the program can lead to increased positive social behaviours, such as improved social awareness, relationship skills, and social communication[1]. 3. **Reduced Emotional Distress**: The framework has been associated with decreases in emotional distress, including reduced feelings of sadness and nervousness[1]. 4. **Decreased Maladaptive Behaviour**: There is evidence that The Zones of Regulation can reduce maladaptive behaviours, such as	1, 2, 3, 4, 5

	emotional reactivity, irritability, hyperactivity, and inattention[1].	
	5. **Improved Academic Performance**: Implementing The Zones of Regulation has been linked to better academic performance, including higher grades and standardized achievement scores[1].	
	6. **Lower Use of Exclusionary Discipline**: Schools using The Zones of Regulation have reported a reduction in the use of exclusionary discipline methods, such as suspensions and expulsions[1].	
	7. While there is substantial practice-based evidence and positive feedback from educators and clinicians, some reviews suggest that more rigorous, independent research is needed to fully establish its effectiveness, particularly for specific populations like children with autism[23].	
	8. Overall, The Zones of Regulation is a well-regarded tool for supporting emotional and behavioural regulation in educational settings.	
Restorative Practice training for SLT 4 x 2.5 days and all staff.	Restorative practices in educational settings are supported by a variety of evidence demonstrating their effectiveness in improving school climate and student outcomes: 1. **Improved School Climate**: Research indicates that restorative practices can significantly enhance the overall school climate. For example, a study by the RAND Corporation found that schools implementing restorative practices reported improved teacher-student relationships and a more positive school environment[1]. 2. **Reduction in Suspensions and Expulsions**: Restorative practices have been shown to reduce the use of exclusionary discipline methods, such as suspensions and expulsions. A randomized controlled trial found that schools using restorative practices saw a reduction in suspension rates, particularly in elementary schools[1]. 3. **Decreased Behavioural Issues**: Schools that adopt restorative practices often see a decrease in behavioural issues and disciplinary referrals. This approach focuses on repairing harm and restoring relationships rather than simply punishing students, which can lead to more sustainable behaviour changes[1].	1

	4. **Equity in Discipline**: Restorative practices can help address racial disparities in school discipline. By focusing on dialogue and understanding, these practices promote fairness and reduce the disproportionate impact of traditional disciplinary measures on students of color[2].	
	5. **Positive Social Relationships**: Implementing restorative practices fosters positive social relationships among students and between students and staff. This approach encourages empathy, accountability, and community building, which are essential for a supportive learning environment[1].	
	6. Overall, the evidence supports the use of restorative practices as an effective strategy for improving school climate, reducing disciplinary issues, and promoting equity and positive relationships in schools.	
Animal Assisted Therapy – Huggle Pets	Animal-assisted therapy (AAT) in schools is supported by various pieces of evidence demonstrating its benefits for students: 1. **Improved Emotional and Social Skills**: Research indicates that AAT can enhance students' emotional well-being and social skills. For example, therapy dogs in classrooms have been shown to reduce anxiety and stress, helping students feel more comfortable and engaged[1]. 2. **Enhanced Learning and Motivation**: Studies have found that the presence of therapy animals can increase students' motivation to learn. Reading to dogs, for instance, has been linked to improved *Huggle Pets – Dogs in Schools Programme* literacy skills and greater confidence in reading[1]. 3. **Positive Behavioural Changes**: AAT can lead to positive behavioural changes in students. The non-judgmental presence of animals helps create a calming environment, which can reduce disruptive behaviours and improve classroom dynamics[1]. 4. **Support for Special Needs**: Animal-assisted interventions are particularly beneficial for students with special educational needs. They can help improve communication skills, social interactions, and overall engagement in school activities[2]. 5. **General Well-Being**: Overall, the presence of therapy animals in schools contributes to a more positive and supportive school	1, 2

	environment, promoting the well-being of all students[2]. These findings suggest that AAT can be a valuable tool in educational settings, providing emotional, social, and academic benefits to students.	
Reward systems Wild tribes training Cycling – Bikeability / Balancability 2 x additional support on playground at lunchtime to promote positive and active playtimes. Safeside visit SPARKs – Start of the day Toast time to ensure children have eaten and get the best start to the day Music subsidy Trip subsidy Enrichment opps – curriculum workshops	The use of reward and motivational activities to promote school engagement is supported by various pieces of evidence: 1. **Increased Student Motivation**: Rewards can significantly boost student motivation. A study found that teachers who used rewards effectively saw increased student participation and engagement in classroom activities[1]. Rewards can serve as extrinsic motivators, encouraging students to complete tasks and engage more actively in their learning. 2. **Positive Behavioural Changes**: Implementing reward systems has been linked to positive changes in student behaviour. For example, students are more likely to exhibit desirable behaviours, such as cooperation and attentiveness, when they know their efforts will be recognized[1]. 3. **Enhanced Academic Performance**: Research indicates that reward systems can lead to improved academic performance. By providing incentives for academic achievements, students are motivated to strive for better results[1]. 4. **Balanced Approach**: While rewards can be effective, it's important to balance extrinsic and intrinsic motivation. Over-reliance on rewards can undermine intrinsic motivation, so combining rewards with strategies that foster internal motivation is recommended[2]. Overall, the evidence supports the use of reward and motivational activities as effective tools for enhancing student engagement, behaviour, and academic performance when used thoughtfully and in balance with intrinsic motivators. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1, 2, 3, 4, 5

Pastoral support / family support – DW Journey of change Parenting Programme – training and delivery of programme Stay & Play group to establish strong links and positive relationships with new and future parents Parent workshops – release time for preparation and delivery Online Safety Workshop for parents Parent events – craft workshops, SEND Coffee mornings Club provision for vulnerable families The Way membership	Increased parental involvement in education is supported by substantial evidence demonstrating its positive impact on pupil outcomes: 1. **Academic Achievement**: Research consistently shows that students with involved parents tend to achieve higher grades and test scores. A systematic review highlighted that parental involvement, such as helping with homework and attending school meetings, positively influences academic performance[1]. 2. **Improved Behaviour**: Parental involvement is linked to better student behaviour. Studies indicate that students with engaged parents are less likely to exhibit behavioural problems and more likely to have better social skills[2]. 3. **Higher Attendance Rates**: Increased parental involvement is associated with higher attendance rates. When parents are engaged, students are more likely to attend school regularly, which is crucial for academic success[2]. 4. **Long-Term Benefits**: The positive effects of parental involvement extend beyond the early years of education. Evidence suggests that parental engagement continues to benefit students throughout their educational journey, including higher rates of high school graduation and college enrollment[3]. 5. **Enhanced Motivation and Self-Esteem**: Students with involved parents often have higher motivation and self-esteem. This support helps them develop a positive attitude towards learning and school[2]. Overall, the evidence underscores the significant role that parental involvement plays in enhancing various aspects of pupil outcomes, from academic achievement to behavioural improvements and long-term educational success.	1, 2, 3, 4, 5

Total budgeted cost: £ 125,800

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	
Improve attendance for pupil premium pupils. Reduce the number of pupil premium pupils with persistent absenteeism	The attendance of pupil premium children improves and is at least in line with national expectations (96%). The number of pupils considered to be persistently absent decreases by at least 10%, so that it is more in line with national figures.	
Narrow the attainment gap between pupil premium pupils and non-pupil premium pupils in core subjects	The attainment gap between pupil premium pupils and non-pupil premium pupils decreases by 5% in core subjects. The number of pupil premium pupils achieving ARE+ increases by 6%.	
Narrow the attainment gap between pupil premium pupils with SEND and non-pupil premium children with SEND	The attainment gap between pupil premium pupils with SEND and non-pupil premium pupils without SEND decreases by 5% in core subjects.	
Improve speaking and listening skills for children in EYFS so that the attainment gap between pupil premium, and non-pupil premium pupils, diminishes	The speaking and listening attainment gap between pupil premium pupils and non-pupil premium pupils decreases by 5% in EYFS. The number of pupil premium pupils achieving GLD increases by 15%.	GLD 2022/23 – 43% 2023/24 – 53% Dis 2023/24 – 29% Non-Dis 2023/24 – 61%
Develop self-regulation strategies for pupil premium pupils	The number of pupil premium pupils showing developed self-regulation strategies will rapidly increase.	No data collected

	The number of red lights for pupil premium pupils will significantly decrease.	Qualatitive data – children with extreme needs were unable to self-regulate.
Increase the number of pupil premium pupils accessing enrichment activities	The number of pupil premium pupils who access enrichment activities is equitable to non-pupil premium pupils.	% of PP children accessing a club in 2023-24 was lower than non PP children.

Since September 2021, the school has undergone significant change and improvement with the staffing profile changing dramatically. However, the performance of our school's disadvantaged pupils, using Key Stage 1 and 2 performance data, phonics check results and our own internal data/assessments, the performance of disadvantaged pupils remains significantly lower than other pupils.

Our analysis suggests that the reasons for poorer outcomes for our disadvantaged children is, in part, the ongoing impact of COVID-19. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than we anticipated, or were not implemented as planned. Therefore, some of these will be relaunched and some will be continued.

Covid-19 impact continues to be seen in key year groups, particularly Years 3 to 6 (Sept 2024).

Pupil behaviour, wellbeing and emotional resilience and mental health continue to be impacted, as a result of this, progress and attainment of disadvantaged children is impacted.

Externally provided programmes

Programme	Provider
Wellbeing Warriors	InPower
Peer Supporter Programme	Believe to Achieve
Calm Brain	Calm Brain Approach
Leading Together programme	Teach First
Animal Assisted Therapy	Huggle Pets
Reflexions	NHS
TT Rockstars / Numbots / Rollama	Maths Circle
Purple Mash	2Simple
WellComm	GL Assessment
RWI	Rith Miskin

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N / A
What was the impact of that spending on service pupil premium eligible pupils?	N / A

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:

- Broadening our 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 triangulated evidence from multiple sources of data including external reviews, assessments, book scrutiny, conversations with parents, students and teachers.

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 will review and adjust our plan over time to secure better outcomes for pupils.