

## 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Seagry Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Christina Brugger
Pupil premium lead	Shaun Carter
Governor / Trustee lead	Julia Harle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,245
Recovery premium funding allocation this academic year School led tutoring,	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£7,245</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Context of the School:

Seagry Primary School is a village school and is part of the Diocese of Bristol Multi Academy Trust (DBAT). The trust provides central support for academy improvement, business and finance. Governance is co-ordinated through DBAT trustees' scheme of delegation to a local board.

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 focused challenges for those who are already high attainers so they also meet their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. 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.

The school is acutely aware that the disadvantage gap index has increased from 2.91 (in 2019) to 3.21 (in 2022). The pandemic has impacted this, we are therefore going to focus highly on closing the gap through catch up interventions and teacher support. We will also focus on target children who need to keep up.

The Pupil Premium Briefing Paper, March 2021, stated that 10% of those eligible for pupil premium do not register. Therefore, at the beginning of the academic year, information will be sent out to all parents and they will be invited to meet with the pupil premium lead. Regular reminders will be sent to parents via the newsletter throughout the year.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

#### Pupil premium strategy objective

The ultimate objective for the Seagry Pupil Premium Strategy is to ensure that disadvantaged children acquire the necessary knowledge, skills and cultural capital to succeed in the next phase of their education and in their life in general.

#### Key principles of the pupil premium strategy:

*We will:*

- Hold the highest ambitions and hopes for all pupils including disadvantaged pupils and those with SEND.
- Inform the strategy using the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.
- Deliver high quality, on-going professional development and support to teachers and teaching assistants to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to prevent children from falling behind.
- Enable all parents to feel like valued co-educators who are able to be involved in the life of the school.
- Establish an ethos which creates a safe environment where all children thrive.

## Challenges

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

Challenge number	Detail of challenge
1	Oracy and vocabulary deficit, this impacts significantly reading and writing for children in KS2 where not enough has been done to close the gap. This impacts GLD for Reception and in KS1 the impact can be seen in phonics results, reading and writing attainment at Year 2.
2	Readiness to learn is often impacted by circumstances beyond the child's control. Children need to have their emotional needs met to access the teaching and learning. Increased social emotional mental health needs, often linked to ACEs (adverse childhood experiences), lower levels of engagement, resilience in learning, self-regulation and self-esteem all impact the child's ability to learn.
3	Opportunities to take part in school visits, clubs and access to music provision, which involve a cost to the family, results in the child having a much narrower set of experiences to draw on. It would support the child's wider experiences, promoting language, physical development, music and expressive arts if they were to access such opportunities. Their understanding of the wider world and their access to cultural capital would be promoted.
4	Gaps in learning, on occasions due to the pandemic, resulting in being below age expectations

## Intended outcomes

This explains the outcomes that we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Children will be:</p> <ul style="list-style-type: none"> <li>Applying language and vocabulary which is at least at age related.</li> <li>Prioritised for 1:1 reading with an adult and will have 2 Guided Reading sessions a week.</li> <li>Apply the vocabulary to reading and writing opportunities, evidenced in reading, and writing moderation and assessments.</li> <li>Subject related vocabulary is applied correctly to wider curriculum experiences evidenced in books</li> <li>Children to use the school libraries and reading corners in classroom – promoting a love of reading</li> </ul>	<ul style="list-style-type: none"> <li>Phonics results are at least in line with National.</li> <li>Reading levels are at age related expectations (for more able they are exceeding)</li> <li>Children use subject specific vocabulary in the curriculum accurately.</li> </ul>
<p>Children will:</p> <ul style="list-style-type: none"> <li>Feel safe and ready to engage in learning, this will be reflected in their attitudes to learning.</li> <li>Be able to talk to a named adult about worries and concerns which are impacting their ability to learn.</li> <li>Children will have timetabled appointments with their named adult but can also access when needed.</li> <li>Be able to access learning emotionally and confidently to discuss topics which maybe personal to them.</li> <li>Disadvantaged children show greater engagement and resilience in their learning.</li> <li>Attendance of disadvantaged children will increase in line with non-disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour is positive and children are ready to learn.</li> <li>Emotional needs are met quickly.</li> <li>Families are supported when needed.</li> <li>Children with SEMH needs are increasingly able to access learning within the classroom</li> <li>Disadvantaged children understand the value of education and the pathways beyond primary school that are available to them. They are ambitious for their own future.</li> <li>Disadvantaged pupils demonstrate positive learning behaviours within lessons.</li> <li>Attendance reports will indicate improvement over the course of the plan and be above 96% for disadvantaged children.</li> </ul>

<p>Children will:</p> <ul style="list-style-type: none"> <li>• Be given the opportunity to attend enrichment activities or clubs.</li> <li>• Be given the opportunity to take part in learning a musical instrument for at least a term.</li> <li>• Attend all the school trips that have been arranged by the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment clubs and opportunities are attended at least once a term.</li> <li>• Any clubs / community groups that would support the child's interest are paid for by the school.</li> <li>• One terms Music lessons are taken up by children.</li> <li>• All school trips are attended.</li> </ul>
<p>Children will:</p> <ul style="list-style-type: none"> <li>• Fill gaps in their learning through targeted teaching after teacher assessment</li> <li>• Be confident at writing across the curriculum and not only in English books</li> <li>• Feel confident at accessing their work throughout the curriculum</li> <li>• Be taught using an I do, we do, you do structure in maths to support their learning</li> <li>• Use shared writing and independent writing opportunities to gain a vast amount of opportunities to write</li> </ul>	<ul style="list-style-type: none"> <li>• The gap is closed between disadvantaged and non-disadvantaged in reading, writing and maths.</li> <li>• Disadvantaged children results are in line with national averages</li> <li>• Children talk positively about their writing opportunities</li> </ul>

## 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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Continuous high-quality provision.</li> <li>Training in closing the vocabulary gap.</li> <li>'I can' training for all EYFS staff</li> <li>Implement knowledge organisers which include topic specific vocabulary</li> <li>Subject leaders and teachers to work alongside English and Curriculum specialists from the academy to improve teaching and learning of reading and writing across the curriculum</li> </ul>	<p>Previously poor oracy levels are impacting on communication, reading, and writing. Nationally and with the impact of Covid, Oracy has continued to be impacted especially with vulnerable pupils. Poor oracy has a significant impact on long term outcomes for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 4
<ul style="list-style-type: none"> <li>Quality first teaching of phonics following Ramsbury Hub support and guidance.</li> <li>Phonics training and support for whole school and individual support our reading leader.</li> <li>We will fund the release of our EYFS/KS1 teachers and reading lead</li> <li>Phonics revision &amp; small group or 1:1 support</li> </ul>	<p>The school has adopted Little Wandle phonics which is a DfE accredited systematic synthetic Phonics programme. Early reading and phonics acquisition supports long term language knowledge and application. Ramsbury English HUB guidance and support for our reading leader and consequently preschool, EYFS and KS1 teachers ensures a strong approach to early reading and phonics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 4
<ul style="list-style-type: none"> <li>Guided Reading with CT to happen 2x weekly to support language development and application.</li> <li>Children talk about books and reading enthusiastically.</li> <li>Revamp of school library and new books ordered to support and gain interest of all</li> </ul>	<p>Quality first provision is the preferred support in reading and reading comprehension in EYFS, KS1 and KS2.</p> <p>Language development through purposeful discussion of a text and how the author has applied it give language a real context.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 4

<p>children (including short chapter books for children finishing phonics stages)</p> <ul style="list-style-type: none"> <li>Revamp of classroom book corners to ensure they are inviting and encouraging children – promoting a love of reading</li> </ul>		
<ul style="list-style-type: none"> <li>Talk for writing approach</li> </ul>	<p>The school is going to use a T4W approach in KS1. to have a positive impact on pupils' writing skills and improved their confidence with teaching writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 4
<ul style="list-style-type: none"> <li>Improve the quality of teacher feedback within and between lesson through lesson walks, book looks and staff meetings. Moderate across schools and academy.</li> </ul>	<p>Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. EEF- Teaching and learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 4
<ul style="list-style-type: none"> <li>Ensure SEN children receive high quality teaching</li> </ul>	<p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>flexible grouping;</p> <p>cognitive and metacognitive strategies;</p> <p>explicit instruction;</p> <p>using technology to support pupils with SEND; and</p> <p>scaffolding.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4
<ul style="list-style-type: none"> <li>Embed use of cold and hot tasks across curriculum to ensure gaps in learning are met and to assess progress.</li> <li>Standardised tests to be used in reading, spelling, maths and SPAG</li> </ul>	<p>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:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1, 4

<ul style="list-style-type: none"> <li>• Use of White Rose Maths assessments.</li> </ul>		
--	--	--

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

Budgeted cost: £1562

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• 1:1 and small group tuition in phonics and reading to develop comprehension skills and language development.</li> <li>• Children are confident readers and hitting all their milestones.</li> </ul>	<p>Capacity for parents to support for home reading is sometimes limited</p> <p>High quality reading opportunities at school will support those families that find this more difficult to manage at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 4
<ul style="list-style-type: none"> <li>• Writing and Maths booster sessions to ensure the children are confident and to offer them a keep up/catch up strategy.</li> <li>• Maths sessions to be led by a maths specialist</li> <li>• After school reading club on offer to support children's reading (if they are unable to read at home)</li> </ul>	<p>Data shows children in Upper Key Stage 2 require support with their writing and maths, therefore starting boosters from Term 3 onwards will support this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4
<ul style="list-style-type: none"> <li>• Follow curriculum map and structure to ensure we know the children's prior knowledge and where they need to get to.</li> </ul>	<p>Staff to follow curriculum map which has been created to ensure they know the children's prior knowledge and they can fill gaps and so they know where the children need to get to. This will have a positive impact on children's knowledge and skill progression.</p>	1, 4
<ul style="list-style-type: none"> <li>• Create and review case studies for all disadvantaged children as well as those who are targeted for catch up and keep up</li> </ul>	<p>Case studies for all disadvantaged and children who are targeted for keep up and catch up to ensure needs are met.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	1, 3, 4

	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
--	---	--

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

Budgeted cost: £3183

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Targeted support to improve attendance of identified disadvantaged pupils.</li> </ul>	<p>Attendance can impact present attendance and future grades. Gaps in learning is extended when broken weeks are a feature of a child's attendance. "Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes." EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	2, 3
<ul style="list-style-type: none"> <li>Extra-curricular opportunities – to provide access to sport and 'the arts'.</li> <li>Funding trips and after school clubs so children can experience a range of cultural experiences.</li> <li>Disadvantaged children will have priority when joining school clubs to address the balance to non-disadvantaged.</li> </ul>	<p>Enrichment activities are accessible and paid for to ensure a broad and balanced experience. A broader approach to learning, access to opportunities they would not otherwise be able to access. A more holistic approach will give a broad and balanced Curriculum for the children.</p> <p>"Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." - EEF.</p> <p>"There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and</p>	2, 3, 4



	<p>retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too." - EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	
<ul style="list-style-type: none"> <li>Pastoral lead and ELSA trained member of staff to support hard-to-reach families and children with SEMH needs:</li> <li>To include regular coffee mornings, SEMH interventions for children and support for home-learning.</li> </ul>	<p>Vulnerable children are not always ready to access the curriculum due to circumstances beyond their control. Being ready to learn requires the child to feel, safe, well and understood. Access to wrap around care, a healthy meal and adults that can support them provides better opportunities for them to be able to access the learning and feel confident to explore and question.</p> <p>"Parental engagement has a positive impact on average of 4+ months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months)." – EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3
<ul style="list-style-type: none"> <li>Embed and continuously refresh the Pivotal Approach to promote positive behaviour.</li> <li>Implement learning behaviours across the school which link with our Pivotal approach and recognition boards in all classrooms</li> </ul>	<p>The Pivotal approach will be implemented in order to ensure consistency for all children, particularly with SEMH needs. It will support restorative conversations that link to our school ethos and values 'Rooted in love'.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2
<ul style="list-style-type: none"> <li>Disadvantaged children have SEMH support to enable them to access learning.</li> <li>Timetabled targeted support for children with SEMH needs</li> <li>Thrive practitioner and ELSA trained members of staff</li> </ul>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months</p> <p>EEF- Parental engagement +3months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3, 4
<ul style="list-style-type: none"> <li>Nurture provision to support high needs SEMH</li> <li>Training on Trauma</li> </ul>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for</p>	2

<ul style="list-style-type: none"> <li>• Thrive practitioner and ELSA trained members of staff</li> </ul>	<p>staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<ul style="list-style-type: none"> <li>• Access to breakfast club and wrap around care supports the child in their readiness to learn and gives them opportunity to regulate themselves in a safe environment.</li> </ul>	<p>National data and research support the finding that vulnerable children are less likely to be ready for school, breakfast club helps to prepare them for the school day and regulate behaviours.</p>	2, 3
<ul style="list-style-type: none"> <li>• Place2Be Mental Health support to be investigated</li> <li>• Signed up to Nylands SEMH support to support needs of children</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <hr/> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<ul style="list-style-type: none"> <li>• Introduction of Pupil Leadership Team</li> <li>• Perseverance award every Friday celebration assembly</li> </ul>	<p>Introduction of Pupil Leadership Team to improve confidence, self-esteem and resilience across children in KS2. Perseverance award to be given out weekly to a member of each class to create confidence and a 'have a go' attitude towards learning.</p>	2

**Total budgeted cost: £7,245**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum, in particular in reading and writing.

Our assessment of the reasons for these outcomes include:

Implementation of new DFE accredited phonics screen which now needs embedding – staff training has been completed and is ongoing. A new EYFS and reading lead in place to support this, alongside Ramsbury English Hub who are supporting reading lead.

Children not using language/vocabulary of an age related expectation due to Covid-19 impact and lack of curriculum guidance/mapping. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Implementation of a mapped out curriculum, including knowledge organisers, ‘I can’ training for EYFS staff, embedding phonics throughout KS1 and KS2 where necessary and the inclusion of pre-phonics in preschool to support this moving forward. The mapped out curriculum was created by our curriculum lead alongside a curriculum specialist within the academy. This is also true for writing and maths.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year – especially in KS1, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

Targeted interventions were timetabled and planned however, due to staff retention and recruitment, we were unable to make a substantial impact on this. This year, we are ensure there is a rigorous support structure in place through use of a Thrive practitioner, ELSA trained member of staff and Nylands SEMH support. Low level learning behaviours were seen across the school so ‘learning behaviours; alongside our Pivotal approach are to be embedded to support this.

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned support from within the Trust.

We triangulated evidence from multiple sources of data including assessments, engagement in class book looks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.