

Pupil premium strategy statement for IKB

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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	Isambard Kingdom Brunel Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	9/89 = 10%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – cohorts in Reception, Year 1 and Year 2
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Richard Healey, Headteacher
Pupil premium lead	Richard Healey, Headteacher
Governor / Trustee lead	Aaron Warren/ Michelle Fox, leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,922 £2,986 service children funding
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,908

Part A: Pupil premium strategy plan

Statement of intent

IKB has the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all children. We do not equate deprivation and challenge with low ability.
- Not all children who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all children.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate children. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM children.

When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language skills, a lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied. In making decisions on the use of the pupil premium we will ensure that pupil premium funding allocated to our school is used solely for its intended purpose.

We will:

- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with children being considered to be of 'low ability' because of their social circumstances.
- Be transparent in our reporting of how we have used our pupil premium, so that our parents/ carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Recognise the fact that FSM children are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our children who need additional support in a time limited way.

- Use the pupil premium for all year groups not just those taking examinations at the end of the year.

Impact:

We regularly measure the attainment and progress of all children with particular reference to all our vulnerable groups. The Senior Leadership Team, Trust SENCo, Trust SEMH Lead and our Phase Leaders evaluate the needs of children and the outcomes of interventions as well as the needs for any additional support that could be put in place. There is strong communication between pastoral support and curriculum provision to ensure all our children are tracked carefully and their bespoke needs are met. Interventions are logged and progress is monitored to evaluate impact and ensure that we are maximising our pupil premium spend to specifically target the best opportunities and interventions for children to succeed, providing equity of opportunity for all our children. The CEO, Sarah Watson, trustees and governing body are kept informed through regular scrutiny, challenge and support of the Headteacher, Richard Healey, of this crucial area of work and parents/ carers can access all information through the school website.

Outcomes:

Children eligible for pupil premium will have been identified and monitored. Pupil premium children will have achieved above the national average and gaps in attainment will have narrowed. Children will have developed confidence and independence and will have been supported with aspirations and ambitions. At IKB our pupil premium strategy below works towards achieving our objectives by ensuring that teaching and support staff will:

- Maintain the highest expectations of all children and not equate disadvantage of circumstance with 'low ability';
- Promote an inclusive and collaborative ethos in their classrooms which enable children from disadvantaged backgrounds to thrive;
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained;
- Support disadvantaged groups of children in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind;
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

At IKB we will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of children and narrow the gaps. Our CEO, Directors and Governors have an important role in ensuring our school complies with legislation and this policy, along with its specific stated actions for narrowing gaps is implemented.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and are less likely to be on track to pass the phonics screening check by the end of Year 1. In the 2021-22 academic year 67% of disadvantaged pupils began the year on track to not pass their phonics screening check. This negatively impacts their development as readers in some cases by 9 months in terms of reading age (EEF).
2	Observations and discussions with pupils and families suggest that with huge rises in the cost of living, disadvantaged families are struggling financially, particularly around food and enrichment opportunities for their children. 100% of disadvantaged families commented that rises are negatively impacting them and that they have had to adapt their way of living to accommodate. This in turn can lead to pupils not having a positive start to the day and reduced positive experiences throughout the day.
3	Assessments, observations, research and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers, with 75% of disadvantaged children needing some form of speech and language intervention.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 5% lower than for non-disadvantaged pupils. 12.5 - 20% of disadvantaged pupils have been 'persistently absent' compared to 4 – 6.8% of their peers during that 2-year period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and a deterioration in resilience and mental health of pupils during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 12 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (6 of whom are disadvantaged) receiving small group interventions.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by

	<p>the legacy of partial pre-school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas of the curriculum.</p>
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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
1. Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2022/23 show that 100% of disadvantaged pupils met the expected standard in both Year 1 phonics screening check and Year 2 SATs outcomes. EYFS outcomes in 2022/23 show that 80%+ of disadvantaged pupils achieve GLD (inclusive of ELG in Literacy).
2. To achieve and sustain improved health, breadth of community experience and opportunities for enrichment for all pupils in our school, particularly our disadvantaged pupils.	<p>A significant increase in participation in multiple enrichment activities, particularly among disadvantaged pupils.</p> <p>A curriculum for all that is ambitious, has strong links in local to global community, is well-sequenced and builds upon knowledge to ensure that all children have the opportunity to master each subject area. EYFS and KS1 end of year curriculum outcomes show 80%+ and 100% of disadvantaged pupils meeting age related expectations respectively.</p> <p>All children, inclusive of 100% of disadvantaged children, beginning the school day having had a healthy and nutritious breakfast and ready to engage in the days learning ahead.</p>
3. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment e.g. Talk Boost, speech and language specialist provision, Lego therapy etc.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a minimum of 0.5%. the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

	<ul style="list-style-type: none"> • overall attendance and disadvantaged attendance will be above national averages. • overall persistently absent percentages and disadvantaged persistent absence percentages will be below national averages.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from bespoke wellbeing interventions, student voice, wellbeing check-ins, student and parent surveys and teacher observations. • a significant increase in participation in multiple enrichment activities, particularly among disadvantaged pupils.
6. Improved maths, literacy and wider curriculum attainment for disadvantaged pupils at the end of KS1.	<p>KS1 maths and literacy outcomes in 2022/23 show that 100% of disadvantaged pupils met the expected standard in their KS1 SATs (reading, writing and maths). KS1 wider curriculum outcomes show 100% of disadvantaged pupils meeting age related expectations. EYFS outcomes in 2022/23 show that 80%+ of disadvantaged pupils achieve GLD and ELGs in understanding the world and expressive art and design.</p>

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: **£3,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focusing on evidence based strategies to support Quality First Teaching e.g. using staff meetings, INSETs and twilights to target teacher support, training and CPD.	Supporting the attainment of disadvantaged pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 3 + 6
Purchasing and embedding of standardized dialogic assessments and activities	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	3

<p>across the school curriculum (Talk Boost and Lego therapy). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Intervention in EYFS accelerates progress by 5 months (EEF). Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all children understand these Tier 2 words (written but not spoken). Vocabulary is a significant predictor of attainment – by age 7 there is a 4000 word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018).</p>	
<p>Further training, resourcing and embedding of DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. We will also fund ongoing teacher and support staff release time for training.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 + 6
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose, NCETM and Maths No Problem planning and resources..</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	6
<p>Improve the quality of social, emotional and mental health (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers:</p>	5

<p>development and training for staff e.g. Thrive, Resilience wheel screenings, wellbeing check-ins, emotion coaching, yoga, Jigsaw PSHE curriculum, etc.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>A curriculum that broadens and enriches the lives of all children and is inclusive of knowledge and skills sequencing that allows children to know more and remember more across a variety of learning contexts.</p>	<p>Arts/ Sport participation accelerates progress on average by 2 months/ 10 months (EEF).</p> <p>Providing our disadvantaged children rarely with the opportunity to visit places outside of the school catchment area provides them with context for their subject learning and also enriches their learning experiences.</p> <p>University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning. Disadvantage starts before school – 2/5 attainment gap before a child is 5. A child’s birth becomes its destiny. ‘The Matthew Effect’ suggests the disadvantaged will get more disadvantaged over time.</p>	<p>2 + 6</p>

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

Budgeted cost: **£12,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Talk Boost and Lego therapy).</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3 + 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	<p>1</p>

<p>who require further phonics support. This will be delivered by our pupil premium teaching assistant and class teachers.</p>	<p>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</p> <p>EEF Improving Literacy guidance report recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world views of others (The Reading Agency).</p>	
<p>Structured interventions throughout the curriculum delivered by our pupil premium teaching assistant and class teachers to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the legacy of the pandemic. A significant proportion of the pupils who receive these interventions will be disadvantaged, including those who are high attainers.</p>	<p>Interventions and tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 + 6</p>

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

Budgeted cost: **£2,508**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on restorative justice and emotion coaching approaches with the aim of continuing to develop our school ethos, further improving behaviour and increasing attendance across school.</p> <p>Appointment and training of ELSA lead combined with funding to access the Trust SEMH lead and Trust SENCo within the school to drive positive social and emotional wellbeing culture and approaches throughout the school to ensure earliest identification of need.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement accelerates progress on average by 3 months (EEF) – mirroring consistent behaviour expectations at home and at school will enable further embedding of expectations and standards.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	<p>4 + 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement accelerates progress on average by 3 months (EEF) – all our children rely on their parents/ carers to get them to school.</p> <p>Children with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and</p>	<p>4</p>

	<p>mathematics than pupils that missed 15-20% of KS4 lessons – setting standards early is pivotal.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. breakfast club/ wrap around care/ enrichment/ residential/ food bank support for families.</p>	<p>1, 2, 3, 4, 5 + 6</p>

Total budgeted cost: £17,908

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 even higher than the previous academic year in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were in the most part realised:

Reading:

100% (6/6) of pupil premium children passed the Year 1 phonics screening check. 67% (2/3) of pupil premium children achieved their ELG+ in reading and went on to achieve GLD in the EYFS. The child who did not was receiving a bespoke timetable to meet significant levels of need, with internal measures demonstrating its success. Additional success came from every child taking home x2 reading books home each week: one closely linked to phonics reading level and the other linked to comprehension reading level – parental engagement with this was strong.

Maths:

100% (6/6) of pupil premium children are at ARE+ in Year 1
67% (2/3) of pupil premium children achieved their ELG+ in maths and went on to achieve GLD in the EYFS.

Wider curriculum:

83% (5/6) of pupil premium children achieved ARE+ in all other areas of the Year 1 curriculum.
67% (2/3) of pupil premium children achieved their ELG+ in Understanding the World and Expressive Art and Design strands of the EYFS curriculum.

Talk Boost Speech and Language:

See Appendix A below for Talk Boost's considerable positive impact on speech and language for the children involved. Disadvantaged children highlighted in yellow. Areas where children have not made as much progress has been further targeted through Lego therapy. Bespoke speech and language intervention with a qualified speech and language therapist is also accessed by a child who has greater and more specific speech and language needs and progress for this child has been significantly positive e.g. since achieving Communication and Language ELG in EYFS they have gone on to progress from 2/40 to 21/40 and will be targeted to ensure meeting the expected standard by the end of Year 2.

Social, Emotional and Mental Health:

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19 and its legacy. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils e.g. wellbeing check-ins, emotion coaching, Jigsaw PSHE, etc, and targeted interventions where required e.g. Thrive, Resilience wheel, Play therapy, etc. We are further building on the success of that approach with the activities detailed in this plan.

Parents/ Carer voice:

- 100% say their child/ren feel safe in school
- 97% say their child/ren is/are happy in school
- 91% say that IKB supports the wider personal development of their child/ren
- 100% say their child/ren have regular access to multiple enrichment activities
- 91% say the school has high expectations for their child
- 100% feel their children engage well in school
- 100% either feel their child is not bullied at school or if they are this is dealt with quickly and effectively
- 100% say they would recommend the school to another parent

Child voice:

- 100% say they enjoy school and teachers help them to achieve their best
- 100% say they feel safe in school and have adults in school who they can talk to
- 100% say that bullying is not a problem at IKB
- 93% say that behaviour is good at the school
- 98% say the school encourages children to look after their emotional and mental health
- 100% say the school encourages children to look after their physical health e.g. nutrition, exercise, sleep, self-care, etc
- 100% say they would recommend the school to other children
- 100% children attend having had breakfast or access breakfast through school e.g. breakfast club, nutritional snack stations, etc

Staff voice:

- 100% say they are proud to work at the school
- 100% say pupils feel safe at the school
- 100% say that staff consistently manage behaviour, that behaviour amongst children is at least good and that leaders support behaviour management
- 100% say the school has a culture that encourages calm and orderly conduct and its ambition for all pupils
- 100% say they enjoy working at the school and would recommend it to families

Enrichment:

78% of pupil premium children are accessing multiple enrichment clubs e.g. French, dance, Fizz Pop Science, Let's Go Read, Eco club, golf, etc. Those not attending are being targeted through pupil voice to see what clubs could engage them.

Attendance:

Although an overall attendance of 95.3% in 2021/22 was lower than in the overall attendance of 98.2% in 2020/21, it was higher than the national average. Attendance among disadvantaged pupils was lower at 94.5%. Persistent absenteeism at school rose in 2021/22 to 6.8% from 4.0% in 2020/21. Although disadvantage persistent absenteeism dropped during the same time period from 20.0% to 12.5%, this is still too high. The 2021/22 attendance data did not meet our targets, which is why attendance is a focus of our current plan.

Appendix A:

	Understanding spoken language (15)		Understanding and using vocabulary (15)		Sentences (15)		Storytelling and narrative (15)		Social interaction (15)		Total (75)	
Child 1	11	15	13	15	5	15	7	15	3	13	39	73
Child 2	9	15	5	13	5	11	3	15	3	11	25	63
Child 3	11	15	11	15	5	15	9	15	3	15	39	75
Child 4	11	15	11	15	13	15	5	13	7	15	47	73
Child 5	11	15	5	13	9	15	7	15	15	15	47	73
Child 6	11	15	13	15	9	11	7	11	11	7	51	59
Child 7	11	13	13	15	7	9	5	9	9	7	45	53
Child 8	7	13	9	15	7	15	9	13	9	13	41	69
Child 9	7	13	9	15	7	15	9	13	9	13	41	69
Child 10	11	15	3	13	11	15	7	11	13	13	45	67
Child 11	9	15	9	15	9	15	9	13	13	13	49	71
Child 12	13	13	9	15	13	13	9	7	11	11	55	59
Average input and output score	10.2	14.3 (+4.1)	9.2	14.5 (+5.3)	8.3	13.7 (+5.4)	7.2	12.5 (+5.3)	8.8	12.2 (+3.4)	43.7	67.0 (+23.3)

Externally provided programmes

Programme	Provider
Talk Boost	Talk Speech
Little Wandle	Letters and Sounds

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We purchased the 'Little Troopers at School' Primary Resource Pack as a resource for all service staff and families to access to support military children at school.</p> <p>We identified gaps in service children's education which we addressed with targeted support e.g. additional 1:1 reading opportunities each week with the teaching assistant and teacher.</p> <p>We prioritised and supported service children for wrap around care when necessary due to parent/s needing to be away from home for prolonged periods of time.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided e.g. 100% of service children passing the Year 1 phonics screening check and achieving GLD in Reception.</p>

Further information (optional)

Additional activity

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

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

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why some activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned disadvantaged reviews, each half term, by selected governors and trustees to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, 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 used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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