

# St Andrew's CE Primary School



## Pupil Premium Policy 2023

Policy to be reviewed:

September 2024

## **Contents:**

### [Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [PPG allocation](#)
4. [Objectives](#)
5. [How PPG is spent](#)
6. [Long-term strategy for success](#)
7. [A tiered approach to PPG spending](#)
8. [Use of the LAC and PLAC premiums](#)
9. [Example interventions](#)
10. [Use of the service pupil premium \(SPP\)](#)
11. [Accountability](#)
12. [Reporting](#)
13. [Pupil premium reviews](#)
14. [Overpayments](#)
15. [Monitoring and review](#)

## Statement of intent

*“We believe that there is something wonderful to find in all of God’s children and that everyone has the potential to sparkle. Our vision is to nurture and inspire our whole school community using love, respect and trust so that everyone can flourish using their unique and precious gifts and let their light shine to the world.”*

At St Andrew’s CE Primary our ultimate objective is to promote a positive attitude to learning where all our children feel confident to strive for success, and none more so than our most disadvantaged.

Every child in our care is valued, respected and welcomed into our family, where our faith unifies us and guides us towards our goals. We want to equip all our children with the skills they need to be responsible citizens, enthusiastic learners and ready for the next stage in their education.

*Our Values:*

- Respect
- Trust
- Care
- Courage
- Perseverance
- Responsibility

Our current strategy aims to meet these objectives using a tiered approach:

1. **Teaching** - we will ensure that there is an efficient teacher leading every class, and that every teacher is supported to keep improving.
2. **Targeted Academic Support** – we will ensure that we have a skilled, effective team of teachers and teaching assistants who lead and deliver structured one-to-one or small group intervention sessions.

**Wider Strategies** – we will ensure that non-academic barriers are removed and every child is given opportunities to access emotional support and extra-curricular activities led by skilled professionals.

## Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2021 to 2022'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2022) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following school policies and documents:

- Equality Information and Objectives Policy
- LAC Policy
- Pupil Premium Report and Impact Statement
- Pupil Premium Impact Statement
- School Development Plan

## Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.

- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

## PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils in households with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
  - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census since 2016,
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the

## War Pensions Scheme

For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,385	£1,455
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£985	£1,035
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,410	£2,530
Children who are looked after by the LA, i.e. LAC	£2,410	£2,530
Service children	SPP amount per pupil	
	2022/2023	2023/2024
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320	£335

**[Maintained schools]** The school will receive its PPG funding from the LA.

Allocations for 2022/2023 will be based on the October 2021 census.

## Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG

- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

## How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

## Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment

- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.

- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

## **A tiered approach to PPG spending**

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

## **Use of the LAC and PLAC premiums**

The LAC premium is managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **Example interventions**

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

The school may utilise the following wellbeing-focussed interventions:

- One-to-one ELSA and counselling sessions
- Occupational therapy-based interventions (Cool Kids)
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

## **Use of the service pupil premium (SPP)**

The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

## Accountability

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy for using the PPG on the school website.

The school publishes the updated PPG strategy annually, in line with its statutory duties.

The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

## Reporting

The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.

The EEF's [DIY Evaluation Guide](#) is used to measure the impact of the school's spending.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## **Pupil premium reviews**

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

## **Overpayments**

The school repays any overpayment of the PPG.

## **Monitoring and review**

The headteacher is responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.



## 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	St Andrew's CE Primary
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Steph Burgoyne
Governor / Trustee lead	Mrs Eve Whitmore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,485
Recovery premium funding allocation this academic year	£3,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£28,315</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### ***“Preparing for life in all its fullness”***

At St Andrew’s CE Primary our ultimate objective is to promote a positive attitude to learning where all our children feel confident to strive for success, and none more so than our most disadvantaged.

We will know, value, and respect each member of our school community, celebrating their achievements and efforts. Our broad and balanced curriculum, alongside our exciting approach to learning will encourage all to achieve their full potential allowing our lights to shine and contributing positively to our world.

Our core Christian values of trust, care, respect, courage, perseverance, and responsibility will permeate every aspect of school life.

*In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16*

Our current strategy aims to meet these objectives using a tiered approach:

3. **Teaching** - we will ensure that there is an efficient teacher leading every class, and that every teacher is supported to keep improving.
4. **Targeted Academic Support** – we will ensure that we have a skilled, effective team of teachers and teaching assistants who lead and deliver structured one-to-one or small group intervention sessions.
5. **Wider Strategies** – we will ensure that non-academic barriers are removed and every child is given opportunities to access emotional support and extra-curricular activities led by skilled professionals.



## Challenges

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

Challenge number	Detail of challenge
1	Some concern around writing attainment particularly relating to Spelling retention and application
2	Some concern surrounding social and emotional trauma and the impact on learning
3	Some concern that pupil premium children do not have the opportunities to experience extra-curricular activities

## 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
Improve writing ability of PPG children	<ul style="list-style-type: none"> <li>All PPG pupils (excl SEND) making good progress</li> <li>PPG pupils provided with extended reading opportunities</li> <li>The curriculum will focus on greater opportunities for extended writing</li> <li>All PPG pupils to be provided with appropriate, stimulating and engaging writing activities and experiences</li> <li>All PPG pupils to have access to IDL where appropriate to improve reading/spelling</li> <li>Provided technology and resources that support high-quality teaching, such as software for diagnostic assessment.</li> <li>Implemented one-to-one, small group, or peer academic tuition, including utilising the National Tutoring Programme (NTP), to provide targeted support to disadvantaged pupils.</li> <li>Specific interventions and resources to meet the individual needs of disadvantaged pupils with SEND.</li> <li>Teaching assistants strategically deployed to support high-quality</li> </ul>

	<p>provision within the classroom or deliver structured interventions.</p>
<p>Improve social and emotional health of PPG children</p>	<ul style="list-style-type: none"> <li>• Appropriate behaviour/social/emotional support offered to all PPG children</li> <li>• Support offered to parents of PPG pupils</li> <li>• PSHE taught to a high standard throughout the school</li> <li>• Pupils report positively on Pupil surveys</li> <li>• Decreasing incidents involving PPG pupils</li> <li>• Appropriate referrals made to outside agencies with co-ordinated meetings including parents/carers</li> <li>• Staff to use up to date research to implement strategies and support children (EEF/National College)</li> <li>• Staff to receive updated 'Emotion Coaching' training delivered by the school's attached Educational Psychologist</li> </ul>
<p>Pupil premium children to enjoy a high-quality extra-curricular activities</p>	<ul style="list-style-type: none"> <li>• Professional development opportunities for teachers to enhance their knowledge and skills in delivering high-quality teaching.</li> <li>• Mentoring and coaching programs for teachers to provide ongoing support and guidance.</li> <li>• Provide technology and resources that support high-quality teaching, such as software for diagnostic assessment.</li> <li>• Implemented one-to-one, small group, or peer academic tuition, including utilising the National Tutoring Programme (NTP), to provide targeted support to disadvantaged pupils.</li> <li>• Specific interventions and resources to meet the individual needs of disadvantaged pupils with SEND.</li> <li>• Teaching assistants strategically deployed to support high-quality provision within the classroom or deliver structured interventions.</li> <li>• Implemented strategies to support pupils' social, emotional, and behavioral needs, such as</li> </ul>

	<p>counselling services or social skills programs.</p> <ul style="list-style-type: none"><li>• Access to a range of extra-curricular activities, including sports, outdoor activities, arts, and cultural experiences, such as music lessons and school trips.</li><li>• Established breakfast clubs and provide meal provision to ensure disadvantaged pupils have access to nutritious meals.</li><li>• Regular communication with parents, including sharing information about available resources and opportunities for their children.</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: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing CPD/ subscriptions £1000	Quality first teaching has the greatest impact on pupil learning. Training teachers to recognise and understand how to address pupil needs is crucial.  Providing resources to address these needs is vital also.	1
Spelling Shed £120 Twinkl scheme £200	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read and write.  It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment and to become confident spellers and writers.  Higher literacy skills are associated with a range of positive societal benefits, including having a stronger sense of belonging to society and being more likely to trust others. [OECD (2013) <i>Skills Outlook 2013: First Results from the Survey of Adult Skills</i> ]	1
Phoenix Academy Dance and Drama £2,400 Music Heroes Music Lessons £250	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. <i>National Curriculum 2021</i>  Phoenix Academy provides weekly opportunities for weekly music lessons, giving everyone the opportunity to learn an instrument.  Music Heroes provides funded lessons for all our children.	3

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support £5000	<p>Our PPG review evidence suggests that our PPG children present concerns in terms of behaviour/social and emotional terms.</p> <p>As a consequence of this, some PPG pupils will not receive the full benefits of the curriculum or be in the correct mindset to reach their potential.</p> <p>Allocated time with an ELSA specialist has proven to have an impact</p>	2
Teaching Assistant salaries £20,000	<p>The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Maslow’s Hierarchy of Need demonstrates how important the basics are before academic achievement is possible – support for the children and their families will have a greater impact and success.</p>	1 and 2
IDL intervention £200	Fluency practice – spelling specific	1

Educational Psychology Package £3000	Emotion Coaching Assessments Meeting/working with parents	
---	---	--

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

Budgeted cost: £1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Excursion subsidies £1000	<ul style="list-style-type: none"> <li>- Maslow's hierarchy of needs – physiological needs and enrichment, belonging, self-esteem</li> <li>- Inclusivity</li> <li>- Enrichment</li> </ul>	Wider strategies
Music Heroes £200	<ul style="list-style-type: none"> <li>- Inclusivity</li> <li>- Enrichment</li> </ul>	Wider strategies
Phoenix Academy Singing Lessons £200	<ul style="list-style-type: none"> <li>- Inclusivity</li> <li>- Enrichment</li> </ul>	Wider strategies
Music therapy - staff time	<ul style="list-style-type: none"> <li>- Inclusivity</li> <li>- Enrichment</li> </ul>	Wider strategies
Forest School - staff time	<ul style="list-style-type: none"> <li>- Inclusivity</li> <li>- Enrichment</li> </ul>	Wider strategies
Breakfast provision	<ul style="list-style-type: none"> <li>- Maslow's hierarchy of needs</li> <li>- Increased attendance</li> </ul>	Wider strategies

**Total budgeted cost: £31,100**

## 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 2022 to 2023 academic year.

As a school, we adhered to our assessment procedures and policies, including:

- Statutory tests such as the Y1 phonic screening
- Non-statutory standardised tests such as PIRA, PUMA and GAPS, phonics tracker
- Our in-house termly assessment of effort, progress and attainment which was reported to parents.
- We ensured that the attendance of our PPG children remained inline or slightly above the national average.
- We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We will continue to build on this are with the activities identified in this plan.
- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with all stakeholders to identify the challenges for our disadvantaged children.
- We used the EEF's implementation guidance to help us develop our strategy. We identified specific pupil needs and aligned activities and approaches that were likely to work in our school.
- 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.

