

Pupil Premium strategy statement - East Hunsbury Primary School

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	East Hunsbury Primary School
Number of pupils in school	438 (November 2024)
Proportion (%) of pupil premium eligible pupils	11.8% 52 pupils 15= pupils SU 37= Mainstream
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kathryn Pennington
Pupil premium lead	Lindsey York
Governor / Trustee lead	Becca Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85360
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	£85360

Our ultimate aim for our pupil premium strategy is to reduce the gap for our disadvantaged pupils and ensure an equitable education for all. This incorporates both the academic gap as well as the enrichment gap to develop their cultural capital.

We are committed to inclusive practice, equitable education and developing the whole child. Consequently, our intention is that every child has access to high-quality provision resulting in their high achievement socially, emotionally and academically - regardless of prior attainment, need or background. We ensure that disadvantaged students increase their cultural capital through enrichment and extra-curricular activities and have access to a broad, balanced and aspirational curriculum.

Our approach has always been, and will continue to be, multifaceted to address complex needs. We acknowledge that supporting a disadvantaged child involves our whole school community from teachers, teaching assistants and parents to the wellbeing team, SENCO & outside agencies.

Through the focus of our intention, non-disadvantaged students will also benefit from our strong curriculum design and high-quality teaching. There is no alteration of curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all.

Through high expectations, appropriate support, a strong well-being and pastoral team we aim to break down individual barriers so that students from disadvantaged backgrounds achieve and succeed in all areas whilst in our care.

We intend for our strategy to be responsive and evolve over the 3 years considering the children's needs and any challenges that may arise. Again, diagnostic assessments and evaluation will be central in decision making and we will not act on assumptions about the impact of disadvantage. Our children will be at the centre of all our decisions.

East Hunsbury Primary School key principles:

- Our curriculum and provision is inclusive by design.
- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We recognise that common barriers to learning for disadvantaged children, can be less support at home, weaker language and communication skills, a lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no: "one size fits all".

Our overarching aims through the Pupil Premium funding are:

- To provide an equitable education for all our children, regardless of background, need or experiences.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To accelerate progress for disadvantaged pupils through excellent academic teaching, support and intervention.
- To enrich all disadvantaged pupil's experiences and opportunities in school.
- To support pupil's mental health and wellbeing to enable them to access learning across the curriculum.

- To raise children's life aspirations and make them aware of future career opportunities by providing experiences and opportunities for them to succeed.

Our school mission is:

We want children to leave us:

- knowing their future choices and opportunities
- prepared for the next stage of their educational journey and
- equipped with the skills to be able to contribute to making a better world.

Research from: 'The EEF Guide to Pupil Premium,' recommends that funding is divided through a tiered approach, with:

- 50% spent on tier one – high quality teaching;
- 25% on tier two – targeted academic support and
- 25% spent on tier 3 – wider strategies.

This research aligns with our goals to close the gap and enrich our pupils' education and wider lives, with high-quality teaching for all sitting at the heart of our strategy.

Within our school, we recognise that alongside children who are recipients of pupil premium funding, there are also many who do not receive it but may still come from low-income backgrounds. Our strong focus on high quality teaching benefits all our pupils and aims to give them the best possible start to their education. To support high quality teaching, we invest carefully in CPD to support all teachers and are continually adapting our approach to monitor and further enhance the teaching in our school.

As a school, we will always put the child at the centre of what we do and the focus of our Pupil Premium strategy will be centred around the following 4 areas:

1. High quality teaching & curriculum design to impact all children.
2. Oracy and developing *learning to talk* and *learning through talk* across the school.
 - The development of the whole child through initiatives that widen cultural capital & raise aspirations.
3. The wider support that is provided for our most vulnerable children and their families; including those who may be disadvantaged but not receiving the Pupil Premium.

Throughout all our work, we will continue to reflect on effectiveness and put the child at the heart of our decision-making process.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

We intend for our strategy to be adaptive to the needs of pupils at our school and we will adapt it in response to changes in challenges, research and evaluations that come to light.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that generally attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is seen in reading, writing and maths, with a particularly high gap in writing. Whilst this does narrow considerably in the end of KS2 data, we need to reduce the gap in our internal data prior to this.
2	<p>Assessment, observations and discussions with pupils indicate an underdevelopment in language and comprehension skills amongst many disadvantaged pupils across the school. This is including: oral language skills, a vocabulary deficit and the ability to comprehend what they read/hear. This is true in both our SU and mainstream.</p> <p>This is negatively impacting on their development as readers and writers as internal Summer 2024 data suggests that disadvantaged pupils perform lower than their peers within these subjects, especially in KS1.</p>
3	Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics their peers. This negatively impacts on their development as readers and their encoding as writers.
4	Data, through staff voice, observations, behaviour incidents and pupil voice show that several pupils have difficulties managing their emotions and improving their wellbeing, which then also impacts on their readiness to learn.
5	Many children have a lack of enrichment opportunities outside of school, which impacts on their knowledge and understanding of the world and also vocabulary acquisition.
6	<p>Our assessments and observations indicate that children, particularly those who are deemed disadvantaged, do not always understand themselves as a learner and have poor self-regulation and metacognition skills. Pupils are not always clear on the learning focus and their role within the learning process.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>
7	Our mainstream attendance data over the last 2 years indicates that attendance between disadvantaged pupils has been lower than for non-disadvantaged pupils. However, since the introduction of our new attendance policy, system and strategies (Autumn 2023), we are seeing an improving picture. Our evaluations and assessments suggest that persistent absenteeism is negatively affecting disadvantaged pupil's progress.

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
<p>To narrow the attainment gap in reading, writing and maths in disadvantaged pupils.</p>	<p>The outcomes for disadvantaged pupils reaching the expected standard in reading, writing and maths in 2024-25 will improve and the gap between disadvantaged and non-disadvantaged pupils will reduce to less than 10% difference in each year group. <i>Consideration will need to be given for year groups with low numbers of Pupil Premium as this may affect the data.</i></p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils, particularly in the EYFS.</p>	<p>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 scrutinies and ongoing formative assessment, including WellComm results.</p>
<p>To achieve and sustain improved wellbeing, including a sense of belonging for all our pupils in our school particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/2025 will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student pupil voice, community champions, teacher observations and parent and pupil surveys. • An increase in enrichment opportunities that the school provides and a good uptake in these opportunities, especially among disadvantaged pupils. • An increase in parent and community events and their participation within them, particularly for our disadvantaged families.
<p>To maintain attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To reduce persistent absentees across the school, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils should not reduce be below 96% and to diminish the attendance gap between disadvantaged pupils and their non-disadvantaged peers • ensure the persistent attendance gap between disadvantaged and non-disadvantaged pupils is minimal.
<p>To improve the range of opportunities to support pupils' wellbeing as well as their physical and mental health for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>All disadvantaged pupils will have access to a wide range of enrichment, wellbeing and extracurricular opportunities to improve aspirations for the future and their own mental health and wellbeing. This will be monitored through the take up of these opportunities alongside pupil voice, staff surveys and parent surveys. Breakfast club will also be available.</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: £35680

Activity	Evidence that supports this approach	Challenge number(s) addressed 7 in the wider start£8536
<p>Training and external support with the implementation of our writing and oracy curriculum including related interventions or assessments.</p> <p>Additional time to plan units of work and analyse progress.</p> <p>25 day plans in place to allow for adaptive teaching and pace of learning.</p> <p>Development of the writing curriculums in KS1 with a focus on Year 1 and the transition from reception to Year 1.</p> <p>Development of the writing curriculums in the SU with a focus on expressive and receptive language.</p> <p>Complete training via Voice 21 to support our oracy development.</p> <p><i>In targeted intervention see: WellComm and Neli as this also complements this area of the strategy.</i></p>	<p><u>EEF: Oral Language Interventions (+6 months)</u></p> <p>Diagnostic assessment makes teaching more efficient and effective by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. As Ausubel (1963) states it is: “the most important single factor influencing learning ...”</p> <p>It can also provide information on individual, group and class strengths and weaknesses which can be addressed through targeted interventions or teacher instruction.</p> <p>Use high-quality information about pupils’ current capabilities to select the best next steps for teaching: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>Recommendation 7 from the EEF Literacy KS1 report and recommendation 6 EEF Literacy KS2 report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>We have also explored the characteristics of effective Professional development to ensure the training and support is effective and purposeful:</p>	<p>1,2,3</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p> <p>Strong Foundations in the First Years of School document https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p>	
<p>Implement and resource a progressive, challenging and aspirational reading curriculum which embeds:</p> <ul style="list-style-type: none"> • dialogic activities • comprehension strategies • cognitive science <i>enabling children to know more and remember more.</i> <p>The curriculums will meet the needs of our school community and be a mirror of their lives and a window into others; thus, providing both cultural capital and social justice for all our pupils.</p> <p>Complete a 2 year TfR development project within school and also work with the Talk for Writing management team to explore best practice.</p> <p>Develop the new reading leader</p> <p>Resource and implement our well thought-out reading spines including: our 100 reads, British Values and protected characteristics.</p> <p>Library kept up to date with informative, engaging and representative literature.</p> <p>Initiatives such as RED October funded and implemented to raise aspirations and provide purpose to the reading and writing curriculums.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact, especially on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is also evidence of very high impact for very low cost based on extensive evidence regarding reading comprehension strategies which focus on the learner's understanding of a written text.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>We have also considered carefully to guidance reflected in: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021.pdf</p>	<p>1, 2, 3, 4,</p>

<p><i>NB: Aspects of the reading and writing curriculum will also be used within the Specialist Unit for inclusion and community connection and the Talk for Reading curriculum also marries with the writing.</i></p>	<p>Evidence also suggests that an effective curriculum will be based on cognitive science which helps children know more and learn more.</p> <ul style="list-style-type: none"> • Clark, Kirschner and Sweller, 2012 • Willingham, 2009 – Why don't students like school? • https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom • Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) 	
<p>Teacher Professional Development on Instructional Coaching and in-school /class follow up support post training through:</p> <ul style="list-style-type: none"> • Two members of SLT on NPQH • One on NPQEL • Other members of staff on NPQLTD, NPQLL, NPQLPM • One member of SLT on NPQ SENCo • Whole school training on instructional coaching using Steplab • Instructional Coach Lead in place, who has completed the Steplab accredited course. A second member of SLT is also completing this Steplab course. • Teacher coach cycles in place and coaching cycle begins Autumn term 2. <p>Effective TA training and professional development in response to necessary interventions or School Improvement Priorities.</p>	<p>Recommendations b, d and e from EEF's professional development in <i>Putting Evidence to Work: A School's Guide to Implementation</i>, are directly related to coaching and in-school follow up support to make the implementation of any professional development effective. As we will be focussing a lot on professional development, to ensure high quality teaching, we will be utilising the recommendations in this report to ensure that they are successful and impactful.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> <p>Furthermore, recommendation <i>h: Ensure a tight focus on pupil outcomes by supporting staff to apply general pedagogy to specific subject domain</i> will be particularly achieved through pupil progress meetings within each year group team.</p> <p>Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).</p> <p>EEF Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>

<p>Continuing to teach a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Through:</p> <ul style="list-style-type: none"> • External expert training for new teachers • Observations of best practice in the teaching of phonics by school phonics lead • Phonics lead to provide training for teachers and parents with pupils in EYFS. • Additional targeted support for children in Year 1 who are at risk of not passing the check or in Year 2 who did not pass the check. • HLTA to support pupils in year 1 and reception • Phonics lead released to support phonics across EFS and KS1 	<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>	<p>1,2,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Engage with the Enigma Hub via our AHT who is a mastery maths hub educator and will deliver training to whole school.</p> <p>TLG's ran by AHT which school staff have access to which supports CPD in the teaching of mastery for maths.</p> <p>Send staff to sustaining workgroup with the Enigma Hub</p> <p>Support for teachers with planning maths in small steps using the mastery maths approach and NCETM/Oak Academy 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> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF research states that the impact of mastery learning approaches can be an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,5</p>
<p>Training for teachers and Teaching assistant on self-regulated learning and metacognition led by one of the AHT's</p>	<p><u>EEF: Metacognition and Self-Regulation (+7 months)</u></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more</p>	<p>All</p>

	<p>explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition is the process of learning to learn.</p> <p>There is strong evidence that metacognition, self-regulated learning and feedback are inexpensive to implement but have high impact on learning outcomes, especially for disadvantaged learners.</p> <p><u>EEF metacognition and self-regulated learning</u> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p><u>EEF Feedback</u> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p> <p>As part of our Professional Development for feedback we will also be drawing on the EEF's recommendations which are based upon the best available research: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Recommendation 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Making the best use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>Improve the quality of Social, Emotional and Mental Health learning by implementing and evaluating a bespoke PSHE curriculum linked with Jigsaw and SMILE which will also run across and into our SU.</p> <p>Additional training on therapeutic thinking for members of the</p>	<p>There is strong evidence related to childhood social and emotional skills with improved outcomes in later life e.g. improved academic performance, attitudes, behaviour and relationships).</p> <p><u>EEF Social and Emotional Learning.pdf</u>(educationendowmentfoundation.org.uk)</p> <p><u>EEF: Metacognition and Self-Regulation (+7 months)</u></p>	<p>4,5,6,7</p>

<p>pastoral team and teachers as necessary.</p> <p>Whole staff training on approaches to support early trauma.</p> <p>Pastoral Team members to attend specialist trauma training by Dr Karen Treisman</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><u>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of (+4 months)</u></p> <p>The new PSHE curriculum will explicitly teach social and emotional literacy to all pupils alongside British Values.</p>	
<p>Continue to develop and refine a progressive spelling programme across the school that matches the phonics programme taught in KS1 with a focus on KS2.</p>	<p>EEF 'Improving Literacy in Key Stage 2' – 'Explicitly teach spellings and provide pupils with extensive opportunities to practise them.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,3
<p>To further enhance the curriculum for our Nest provision.</p> <p>TfW curriculum to be embedded with the support of a TfW consultant and visits to other specialist schools were TfW is fully embedded.</p>	<p>EEF – Curriculum Adaptation 'Curriculum adaptation and enhancement is core to the work of school improvement.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,3,6

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

Budgeted cost: £20610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly data reviews with staff to inform them of data gaps for disadvantaged and non-disadvantaged pupils and to discuss strategies and ways</p>	<p>EEF – 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2

forward to support those pupils.		
<p>Additional phonics support both in class and delivered through sessions targeted at disadvantaged pupils who require further support.</p> <p>An experienced phonics teacher to support the teaching of KS1 phonics daily.</p>	<p><u>EEF: Phonics (+5 months)</u></p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Continue to implement 2 language programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills:</p> <ul style="list-style-type: none"> • <i>NELI</i> • <i>WellComm</i> <p>The interventions are to be implemented with fidelity.</p> <p>Initial Welcomm baseline for all pupils across the school and then implemented as part of the reception baseline. This information will then be fed into both small group intervention work and whole class teaching.</p>	<p><u>EEF: Oral Language Interventions (+6 months)</u></p> <p>'Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</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>The EEF guidance is based on a range of the best available evidence:</p> <p>Recommendation 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1,2,3
<p>Year 6 booster sessions to be run by teachers</p>	<p>EEF – Small group tuition</p>	1,2, 6

targeted at pupils who are below the expected standard in reading, writing and maths.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<p>Number Stacks to continue and widen the staff trained in the approach across whole school</p> <p>Specific maths training for TAs on teaching for mastery to ensure effective support for pupils within maths lessons</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>The EEF recommendation 5 for EYFS and KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>The EEF recommendation 7 for KS2 and KS3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,6
<p>Teaching assistant to deliver specific speech and language interventions for pupils showing difficulties.</p>	<p>EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,4,7
<p>Develop the wide range of extracurricular clubs offered to pupils across the school. <i>Enrichment and critical Learning Leader to oversee this in conjunction with Pupil Premium lead.</i></p> <p>School voucher scheme in place.</p>	<p>EEF – Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4,5,7
<p>Continue to develop and enhance the range of teacher clubs offered to pupils throughout the school year, aimed at developing wider experiences and raising motivation and aspirations with resources bought for these to be carried out.</p> <p>Art and DT club continues to be very popular with our pupils.</p> <p><i>Enrichment and critical Learning Leader to</i></p>	<p>EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4,5,7

<i>oversee this in conjunction with Pupil Premium lead.</i>		
Contingency fund for acute issues including funding trips.	Based on our experience and those of similar schools, we recognise that there is often a need to set aside a small amount of funding to respond to specific needs that arise but have not yet been identified.	All

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

Budgeted cost: £9070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker in role to support vulnerable pupils and families across the school.</p> <p>Breakfast club offered by invitation to disadvantaged pupils.</p>	<p>EEF – Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4,5,7
<p>Yoga practitioner to work with vulnerable groups of pupils weekly to teach self-regulation strategies. The aim of these sessions is that the pupils will be in a better mindset to learn and will be able to transfer the skills from these sessions into their classroom learning.</p>		4, 5
<p>TA training on a variety of SEN needs/strategies to improve support for our pupils and TA understanding of needs.</p>	<p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p>	6
<p>Additional parental workshops offered via SEND partnership to parents throughout the year – Chatter Matters.</p>	<p>EEF – Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3,4,6
<p>Attendance data managed weekly and persistent non-attenders issues with formal</p>	<p>EEF – Parental engagement</p>	7

<p>letters and attendance meetings.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Food parcels sent out to our families who need additional help and support. Service provided by the pastoral team.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4,5,7</p>
<p>Forest school team in place and Hunsbury Hedgehogs for pre-school children in place starting in Summer 2024.</p> <p>Forest School Lead to work closely with the SENCo and pastoral lead to target specific children.</p>	<p>There is evidence to suggest that participation in Forest Schools can impact children positively in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Social skills: • Communication: • Motivation: • Physical skills: • Knowledge and understanding of their natural surroundings and respect for the environment <p>As a school, we have also see a positive impact on our children, particularly in the disadvantaged, with regards to their emotional well-being, attendance and background experiences when participating in Forest Schools.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</p>	<p>4,5,7</p>
<p>To continue to implement yoga across the school with a focus on disadvantaged and children who need support with their SEL.</p> <p>The aim of these sessions is that the pupils will be in a better mindset to learn and will be able to transfer the skills from these sessions into their classroom learning.</p>	<p>Yoga and mindfulness have been shown to improve both physical and mental health in school-age children (ages 6 to 12). Yoga improves balance, strength, endurance, and aerobic capacity in children. Yoga and mindfulness offer psychological benefits for children as well. A growing body of research has already shown that yoga can improve focus, memory, self-esteem, academic performance, and classroom behaviour and can even reduce anxiety and stress in children.</p> <p>https://www.psychologytoday.com/gb/blog/urban-survival/201505/7-ways-yoga-helps-children-and-teens https://pubmed.ncbi.nlm.nih.gov/32232017/</p>	<p>4,5,7</p>

	<p>EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>As a school, we have also seen a direct benefit of yoga on our pupils, particularly the disadvantaged. We feel that the positive impact that we have seen of yoga on our pupils gives us evidence to continue implement it.</p>	
<p>New employment of wellbeing/intervention practitioner part time to support all pupils across the school with targeted interventions.</p> <p><u>EEF: Social and Emotional learning (+4 months)</u></p> <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><u>EEF: Social and Emotional learning (+4 months)</u></p> <p>New employment of intervention support employed part time to support all pupils across the school with direct small group and 1:1 sessions sessions</p> <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>EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,7
<p>Develop aspirations for all disadvantaged pupils to raise life ambitions with visits to Northampton University and secondary schools.</p> <p>Ensure high quality professionals and visitors, including are planned throughout the academic year to enhance curriculum teaching and to inspire our young learners.</p>	<p>EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>EEF Oral Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4,5
<p>To continue our voucher scheme to support families in accessing wider curriculum activities or resources such as music lessons, clubs and uniform.</p>	<p>From our analysis and research into school we found that many families required additional financial support for their children when accessing enrichment activities. Consequently, we have introduced a voucher scheme which will help them contribute to any associated costs.</p>	4,5,7
<p>To create a sensory boost programme for our children</p>	<p>Sensory Boost is an</p>	4,5,6

<p>which is an active trampoline session followed by an engaging sensory interaction and exploration activity.</p> <p>This programme teaches self-regulation strategies and is tailored to individual's needs.</p>	<p>Aims of Sensory Boost:</p> <ul style="list-style-type: none"> • Self-Regulation: Help participants learn to manage their thoughts, feelings, and behaviours • Self-Awareness: Develop greater awareness of personal emotions and actions • Communication Skills: Enhance interpersonal communication and expression • Confidence Building: Encourage personal growth and self-esteem • Independence: Promote autonomy and decision-making skills 	
<p>Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for educational trips, residential and music tuition.</p>	<p><u>Extended School Time (+3 months)</u> Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for educational trips, residential and music tuition.</p>	<p>5</p>

**Total budgeted cost: £85360
(£20,000 used for FSM)**

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.

Last year marked the end of a previous pupil premium strategy plan, so below sets out assessments and explanations against the intended outcomes.

1 - Improved oral language skills and vocabulary among disadvantaged pupils, particularly in the EYFS.

While improvements in oral language have been seen across the school, including in disadvantaged pupils, there is still a gap between disadvantaged and non-disadvantaged pupils in this area.

At the end of Early Years, 60% of pupil premium pupils achieved expected in the ELG: Speaking whilst 84% of pupils who were not pupil premium achieved it. We are therefore still going to continue to work on oral language but develop our approach to ensure that all staff are focusing on this in their different subjects.

2. Improved reading, writing and mathematics attainment among disadvantaged pupils. To ensure at least 70% of disadvantaged pupils met the expected standard in Reading, Writing and Mathematics in 2023-2024.

The following data gives the percentages of pupil premium pupils who achieved the expected standard at the end of KS2.

Reading – 75%. Writing – 63%. Maths – 50%. (total of 8 pupils)

Whilst there is still a gap between disadvantaged and non-disadvantaged pupils, this data shows significant progress in this area. This improvement in data is not consistent through internal data in other year groups however so this will be our focus moving onto our next pupil premium strategy.

3. To achieve a whole school culture of reading for pleasure.

A significant investment was made to refresh the school library and source new literature which had true representation for all of our pupils.

We ran whole schools events such as RED October (read every day) which were a huge success and engaged pupils well.

We engaged with the local library and ran reading challenges, some classes also visited the local library. We also had several author visits to school.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

All children in the school experienced music taught for a term by a specialist music teacher. Children in KS1 and LKS2 also experienced a term of dance taught by a specialist dance teacher. There have been 19 different clubs offered throughout the school year; some of them running continuously while others ran on a termly / half termly basis. Throughout the school year, 88% of pupil premium pupils from the mainstream setting took part in an extracurricular club. 63 children have had either 1:1 or group work with a member of the pastoral team for specific emotional or SEN based support. 59 pupils accessed our yoga teacher to support their wellbeing. The majority of pupils said they had enjoyed it and wanted to do it again, and most said they went on to the strategies they had learnt in the classroom.

5. To maintain attendance for all pupils, particularly our disadvantaged pupils.

Our whole school attendance for non-disadvantaged learners was 95.26% for 2023-24 and our attendance for disadvantaged pupils was 91.96%. Both of these percentages are below what we are aiming for but they have both increased throughout the years of this policy, and this is something we will continue to try to increase, adapting and refining our strategy for doing so. The appointment of our attendance lead has been crucial in supporting our families and raising pupil attendance.

6. To further embed our SU drivers into our curriculum and day to day provision; these are the things we want for all pupils within the SU, particularly our disadvantaged pupils.

As an SU communication, independence, inclusion and success are always at the core of the academic content offered alongside any enrichment opportunities or pastoral support. 32 pupils within the SU have had the opportunity to work with Northampton Saints on Rugby Skills and 42 pupils with a specialist tennis coach working on their independence. The pupils have engaged well with these external providers and have been keen to continue with these sessions.

7. For all children in the SU and mainstream to be making good progress against their EHCP outcomes.

All pupils with an EHCP were tracked carefully throughout the year and short steps towards outcomes were reviewed at annual reviews. All pupils made good progress towards their outcomes from their starting points.

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
Talk for Writing	Talk for writing
Talk for Reading	Talk for Reading
Soundwrite Phonics Programme	Soundwrite
Therapeutic Thinking	Therapeutic Thinking – commissioned by the LA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have very low numbers of service children, this money was spent on seeking support from external professionals and providing direct pastoral support for the pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils happier and more settled in school.