

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	Serlby Park Academy
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	40.4% (144 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Louise Ridge
Pupil premium lead	Sophie Ogden
Governor / Trustee lead	Mr S Sylvester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 209,520
Recovery premium funding allocation this academic year	£20,880
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	£230,400

Part A: Pupil premium strategy plan

Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communications skills, limited parental support, attendance and punctuality issues and having fewer experiences than others. It is imperative that we ensure all children have access to a high-quality curriculum that not only gives them knowledge and skills to become confident learners but also motivates them to become passionate about learning. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps through systems such as regular RAG meetings.

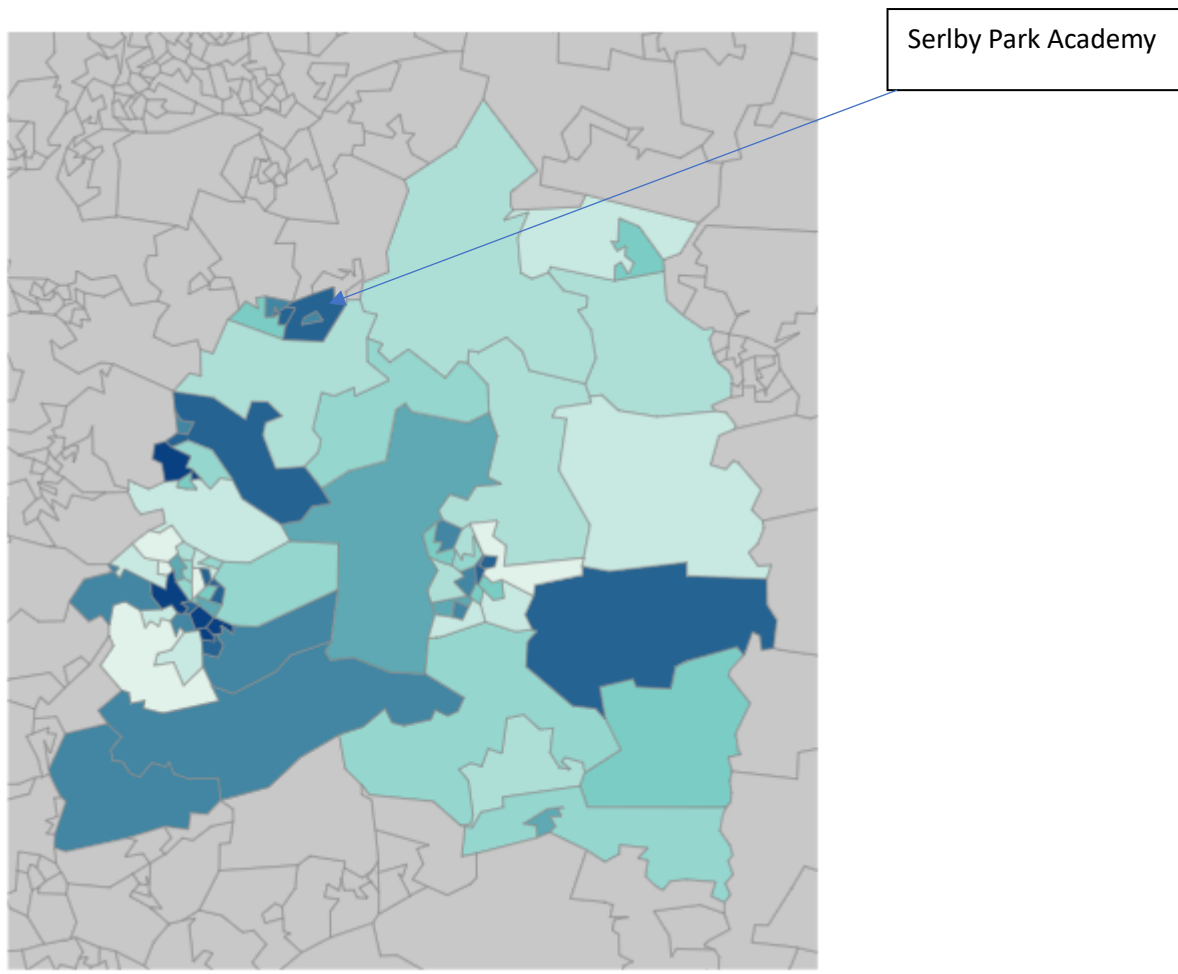
Principles

- We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data (RAG meetings) as well as through the delivery of high quality CPD for our staff and through the introduction of a coaching programme.
- Through regular and timely Year Group RAG meetings and teaching and learning systems class teachers will identify intervention and support for individual pupils.
- Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults. Our Thrive approach will also extend to support our families.
- Through our broad and balanced curriculum, we aim to develop the whole child: intellectually, physically, emotionally and socially. We will provide opportunities through a wide range of activities, both in and beyond the classroom.
- Our progressive curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that aim to contribute towards success for all pupils.
- Reading is threaded throughout our curriculum and is central to ensuring our children can access a challenging and inspiring curriculum.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Serlby Park is an all-age school with a primary phase and a secondary phase. It is a larger than average Primary School. It is important to understand the context of the school and the challenges faced by families of pupils attending Serlby Park Academy. It is these factors, in addition to a research-based response with which the Pupil Premium Strategy Plan has been devised.

The map below displays the 'Lower Super Output Areas' (LSOA) which surround the school, and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived.



We serve an area of high deprivation, with the index of multiple deprivation being in decile 2, income deprivation affecting children is at 2.8 and education and skills is at 2.3. The LSOA in which the school is located is ranked as 5626th out of 32,844 in terms of deprivation. The percentage of pupils supported by the pupil premium funding at Serlby Park Academy (Primary Phase) is above average, currently at 40.4% compared to 23% nationally.

Serlby Park Academy is committed to ensuring our socially disadvantaged students have their pastoral, social and academic needs met within a caring and nurturing environment. We wish to develop a love for learning that they will continue to build on throughout their

life, raising aspirations and allowing the children to realise and reach their potential. Through well-planned use of the Pupil Premium Grant funding, gaps will be narrowed with pupils learning being accelerated and will be at least equal to their peers. This will ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop pupils' confidence in their own abilities so that they can communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all pupils access a wide range of opportunities to develop their knowledge and understanding of the world.
- Increase access to before and after school clubs, trips and residential visits.
- Increase attendance and punctuality by providing a stimulating and enjoyable breakfast club provision.

Quality first teaching, targeted interventions that strengthen both academic achievement and social skills will ***'support our pupils in being the best that they can be.'***

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Work alongside the Trust's highly skilled members of staff; Directors of Learning (DoLs) to support the development of pedagogy and practice in all subjects so that teaching and learning is high-quality.
- Allocate additional support staff - providing small group work to help overcoming gaps in learning/barriers to learning.
- Release subject leads to work alongside DoLs, as well as to provide a coaching programme, to ensure consistency in teaching and enhance teachers' skills.
- Ensure consistency in phonics and reading teaching so every child receives the very best provision daily.
- Focus the pupil premium strategy to accelerate progress, moving children to at least age-related expectations.
- Provide additional SEMH support from CASY counselling, Thrive sessions (including Family Thrive sessions) and the school's Inclusion team to support our most vulnerable learners/families to ensure they are able to access learning.
- Subsidise activities, educational visits and residential thus ensuring children have first-hand experiences to use within learning in the classroom.

- Support the funding of specialist learning software to support children to further develop their knowledge and skills in mathematics and reading.
- To extend PE provision by incorporating mentorship and teamwork for pupils, including the development of playground leaders.
- To enable children to learn a musical instrument as a whole class as well as in a small group or 1:1 basis. In addition, there is an opportunity to sing in a choir through the Young Voices programme and develop a love of performance.
- Provide behaviour and nurture support during lunchtimes and breaktimes by providing activities to engage and promote school values thus enhancing learning.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching. Ensure that staff new to the school/ new to roles receive appropriate support.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.
- To increase attendance and punctuality by providing high quality Breakfast Club provision which appeals to all pupils in school.

This list is not exhaustive and will be adapted when needed to ensure continual support of all our disadvantage pupils. This has been developed alongside the Education Endowment Foundation guide and their pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional, and mental health</p> <p>Observations indicate that some pupils find it difficult to regulate their own emotions and this can impact on their learning. Following the national pandemic access to health care providers has been limited and as such some pupils with additional needs have had to wait significant periods of time for health assessments/appointments. As a school we aim to provide high levels of support through our Thrive approach and have two trained practitioners to offer targeted support to our most vulnerable pupils. We have recently appointed a highly experienced SENDCo to oversee our Primary Phase, allowing greater support to be offered to pupils and families.</p>
2	<p>Attainment in reading, writing, maths and phonics</p> <p>Some disadvantaged pupils are not working at age-related expectations or better and elements of catch up are still needed due to the impact of lost schooling because of the Covid-19 pandemic.</p> <p>Through on-entry assessments it has also been noted that some pupils begin school with gaps in their phonics skills which hinder their ability to access certain parts of the curriculum.</p>

3	<p>Limited oral language and communication</p> <p>Pupils' assessments and observations indicate that many pupils, including those that are eligible for Pupil Premium, begin school with significant gaps in their vocabulary and their communication and language development. These difficulties impact negatively on their ability to access the full curriculum. Observations also show that pupils can become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and their peers.</p>
4	<p>Attendance and Persistent Absence</p> <p>Whilst our attendance data has improved this year, we still have some pupils who miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum. Persistent absence causes not only lost learning, but the social and emotional skills needed to be successful at school. It is crucial that attendance continues to be addressed across the whole school but with a view to targeting attendance within the Early Years so that children and families recognise the value of attendance from the very start of their primary education.</p>
5	<p>Wider opportunities / Cultural Capital</p> <p>Discussions and observations reveal that some disadvantaged pupils have limited background knowledge and understanding of the world around them. Consequently, they may have less clarity around life goals and how to achieve them, compared to their non disadvantaged peers. Some pupils and families do not have opportunities to visit places of interest outside of school or the local area and this is currently exacerbated by the cost-of-living crisis.</p>
6	<p>Parental and community engagement</p> <p>Some parents/carers have difficulty in supporting their children's learning. As a school we are acutely aware of the importance in supporting the whole family and we are focused on providing additional opportunities to offer support and guidance to our parents/carers so that all our children can thrive.</p>
7	<p>Lack of readiness for learning</p> <p>Some pupils arrive at school hungry and are unable to concentrate on learning. Some pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging. The cost-of-living crisis continues to place additional pressures on families which may impact on our pupils' abilities to learn effectively.</p>

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 pupil's confidence, social skills and emotional well-being.	<ul style="list-style-type: none"> • All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. • Targeted pupils received additional speech and language therapy and intervention. • Parents are engaged in the development of their child's speech and language. • Oracy skills are well developed across school. • Pupils can confidently articulate their feelings.
All pupil premium pupils make at least expected progress from their starting points in reading, writing and maths	<ul style="list-style-type: none"> • Pupils who needed to make rapid and accelerated progress have done so and have exceeded prior attainment standards. • Children who needed to make accelerated progress, received targeted high-quality intervention which was monitored by school leaders. • Pupils had regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers supported learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions have taken place based on need and with reference to previous key stage data.
The gap is narrowed in the progress and attainment of PP and non-PP children.	<ul style="list-style-type: none"> • At least 90% of Pupil Premium children have achieved outcomes in-line with, or above, national average by the end of KS2
All pupil premium pupils make at least expected progress from their starting points in phonics and the gap in progress and attainment is narrowed.	<ul style="list-style-type: none"> • At least 90% Pupil Premium pass the Y1 PSC.
The language deficit for pupils in receipt of pupil premium funding is diminished.	<ul style="list-style-type: none"> • All pupils have been exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. • Targeted pupils have received additional speech and language therapy and intervention.

	<ul style="list-style-type: none"> • Parents are engaged in the development of their child's speech and language. • Early screening in EYFS will identify pupils in need of specific support for early intervention.
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. They love learning and have access to an engaging, broad and varied curriculum	<ul style="list-style-type: none"> • The Reading Enhanced Curriculum provides pupils with an exciting, varied curriculum. • Teachers and support staff have planned a wide range of visits, events and experiences to inspire and enhance learning, making it memorable. • Children have been exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • After school provisions, supported though John Bell, have provided children with a range of additional opportunities. These have been well attended.
All disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by the inclusion team will have increased in PP pupils' attendance and a decrease in persistent absence. • The appointment of an attendance lead across primary will have ensured early intervention for identified families.
Parental/Community engagement will improve.	<ul style="list-style-type: none"> • Parental voice will show at least a good level of satisfaction with the school. • Parental attendance at school events, including parents evening, will have increased. • Family learning workshops will have been well attended and successful in providing parents/carers with greater information. • Family Thrive sessions will have been made available to support parents/carers. These sessions will have been well received.
All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	<ul style="list-style-type: none"> • Children will know and understand the meaning of the schools Behaviour Principles. • Teachers teach and model these behaviours. • Children will demonstrate these behaviours throughout the school day and in their lives outside of school. • Quality Assurance tasks, such as learning walks and discussions with children, will show that they have appropriate aged self-

	<p>organisation skills and are being encouraged to be independent by all staff.</p> <ul style="list-style-type: none"> • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are ‘thinking out loud.’ • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Thrive practitioners support pupils to develop these skills. • CASY counselling is provided to support the SEMH of the most vulnerable pupils.
Behaviour, including behaviour for learning is excellent.	<ul style="list-style-type: none"> • Pupil exclusions will decrease. • QA will show that behaviour for learning is outstanding, and pupils have the personal qualities to become effective life-long learners. • Pupil/parent voice shows that pupils/parents have trust in the school to resolve any issues rapidly and appropriately.

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: £89,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A consistent and researched based approach to high-quality interactions ensures all children across school are given deliberate opportunities for talk throughout the curriculum. (Focused Oracy CPD)</p>	<p>Spoken Language is a barrier to learning for some pupils who do not experience a rich and varied range of vocabulary. Through the use of the Voice 21 project and raising oracy standards in school we will increase the attainment score of pupils leaving KS2.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

<p>Staff to continue to access Talk for Writing training and support, including INSET Day training, school development days and focused training for senior leaders.</p>	<p>In order to improve the outcomes for writing, staff will continue to receive CPD in Talk for Writing. The impact of Talk for Writing can be seen in the 2022/23 end of KS2 SATs outcomes – 72% of all pupils achieved ARE standards – a significant increase of 24% from the previous year. There remains work to be done in increasing the % of pupils (including disadvantaged pupils) achieving greater depth at the end of KS2 in writing.</p>	<p>2,3</p>
<p>All staff to access specific training linked to the effective use of maths manipulatives including Rekenrek Training.</p>	<p>Focused training based on the effective use of manipulatives within Maths lessons will support quality first teaching in classrooms as well as targeted interventions for lower attaining pupils. Research suggests that the use of manipulatives aid meaningful comprehension for pupils, developing a secure number sense and allowing learners to review different ideas and make connections. How can the use of manipulatives improve both mathematical understanding and mathematical language skills? - Oxford Education Blog (oup.com)</p>	<p>2,3</p>
<p>On-going Reading focused CPD – Reading Reconsidered. Reading Plus CPD.</p>	<p>Through focused and targeted reading training for staff, progress for pupils can be improved. The improvement in teaching and learning can improve fluency and comprehension. Latest evaluation reports include new analysis of impact of... EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>To continue to access ELS phonics support and CPD to ensure all staff have a secure understanding of the pedagogy and practice linked to successful early reading.</p>	<p>Through the use of expertise across the Trust and within Serlby Park Academy, teachers will be supported in the teaching of phonics to ensure a consistent approach across the academy. As the introduction of the ELS programme is still relatively new, staff will continue to receive high quality support to ensure fidelity to the programme. Staff in Y2 will also have access to the recently released ELS spelling programme. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the inclusive curriculum offer.</p>	<p>Internal data analysis shows that many pupils with additional needs do not make progress in line with their peers. To address the increasing SEND needs across school a SENDCo to oversee provision in the Primary Phase has been employed. This will ensure SEND provision in the primary phase is effective with the SENDCo ensuring that pupil premium children with additional needs have access to an inclusive curriculum, with provision accessible, with adaptations and scaffolds used routinely.</p>	<p>1,2,3,7</p>

	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p>	
<p>All staff to have access to research-based CPD. Models of excellence will be provided by the Directors of Learning and a coaching programme will further develop individual practice.</p>	<p>Through the use of expertise across the Trust and within Serlby Park Academy, teachers will be supported in various areas of their professional development with a focus on raising attainment in reading (including early reading and phonics), writing and mathematics. This CPD will look at enhancing provision in classrooms, including assessment and feedback, as well as creating personalised targeted interventions. In order to support staff to lead their subject areas effectively they will be released several times over a half-term to develop their expertise.</p> <p>CPD will link to common themes highlighted across coaching sessions and will be research informed. Research shows that it is vital that CPD is not delivered in isolation and is revisited through coaching and on-going CPD.</p> <p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring each teacher delivers high-quality teaching is essential to achieving the best outcomes for pupils – especially the most disadvantaged pupils.</p> <p>Education Policy Institute, London (2020). Key findings:</p> <ul style="list-style-type: none"> • High-quality CPD for teachers has a significant effect on pupils' learning outcomes. • quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Early-career support pilot EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5</p>

	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to ensure interventions, delivered 1:1 or through small group work, are in-line with EHCP and specific needs are met and are continuously and refined and adapted.</p>	<p>Through extensive data trawls, we will identify children that are in the bottom 20% for reading, writing or maths and RAGs will focus on children that are not 'on track' from the prior data in either reading, writing or maths and that need bespoke 1:1 or small group tutoring. Many of these pupils have SEND and we want to ensure that all SEND children, including ones with EHCPs have timely and rigorous interventions.</p> <p>The SENDCo will work with support staff to deliver bespoke CPD so they feel confident in supporting SEND and Lower Experience learners to ensure they are getting the diet of support needed to move their learning forward. The end outcome is to support all learners, but especially learners with bespoke targets to ensure they make accelerated progress, which enables them to engage in sessions for longer periods of time.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3,5
<p>Children in the bottom 20% have access to daily 1:1 or small group phonic/reading intervention as well as opportunities for pre-learning. Interventions to include:</p> <ul style="list-style-type: none"> • Additional daily ELS phonic sessions • Reading Plus • Herts for Learning Reading Fluency 	<p>Studies show that fidelity to a phonic scheme aids pupils to make accelerated progress. The use of the ELS phonic scheme will support teachers in providing a consistent, uniformed approach across school to improve phonic and reading outcomes. Support from DoLs as well as expertise in school will ensure this remains highly effective and well taught.</p> <p>Interventions will be provided to pupils who are identified as being in the bottom 20%.</p> <p>Internal data showed that In 2022 75% of disadvantaged Year 1 pupils passed the phonics screening check and continued intervention will ensure this is improved and in line with National.</p> <p>Pupils with complex needs will have access to the Launchpad which supports teachers to identify literacy attainment gaps in both Early Years and KS1. It provides staff with key tracking assessment tools ensuring children</p>	2,3

<ul style="list-style-type: none"> Daily Readers <p>Identified pupils will also access a pre-phonics session 'Launchpad for Literacy.</p>	<p>make accelerated progress from low starting points.</p> <p>Interventions to support fluency in reading within KS2 include, but are not limited to, the reading fluency project – HFL and Reading Plus.</p> <p>Interventions to be offered before and after school as well as at appropriate times during the school day.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>To assess and identify support needed in KS2 to develop and secure number sense across the key stage supported by the firm foundations created in Key Stage 1.</p>	<p>Research has shown the importance of fluency of multiplication facts. Interventions, as well as structured teaching sessions in school, will support and promote the importance of multiplication knowledge as well as enhance rapid recall.</p> <p>We will continue to ensure the use of a clear and bespoke multiplication table, a clear and bespoke intervention and also the introduction of further multiplication activities to safeguard standards but also to increase the average score for the children not achieving full marks.</p> <p>EEF publishes guidance to help teachers boost primary and... EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>To increase staffing within EYFS to ensure early intervention with small group support/interventions can be undertaken.</p>	<p>As a school we ensure that our children in EYFS have strong starts and have the opportunity to access a variety of interventions. We use a proportion of our funding to increase staffing in EYFS to ensure that all children have access to small groups and interventions.</p> <p>Staff in EYFS have accessed a range of support including intensive support from the EYFS DoL to ensure provision is high standard.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>School-Led tutoring to provide additional support to raise attainment.</p>	<p>Provision of QFT and effective, targeted challenge for children identified as needing additional support – see</p> <p>The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p>	2,3
<p>To provide additional booster sessions to Year 6 pupils to accelerate pupil progress and secure increased end of year outcomes.</p>	<p>Research shows that small group sessions are effective as they allow for more specific and timely feedback to be given from staff. Identified pupils will be invited to focused booster sessions after school.</p> <p>Targeted interventions for pupils, led by teachers and TA's, will support disadvantaged pupils in meeting ARE as well as making progress in line with/better than National.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3

<p>All pupils to have access to wide range of online subscriptions to support learning both at school and at home.</p> <p>Subscriptions to include:</p> <ul style="list-style-type: none"> • Oxford Owl, • Emile, • Reading Plus, • Letter Join 	<p>Pupils in KS1 and LKS2 have access to Oxford Owl reading online. The website allows access to a wider range of texts as well as to help foster a love of reading for pupils, especially those who are encouraged through reading through a different medium. In addition, Reading Plus in KS2 supports the improvement of comprehension as well as provide children will access to a wide range of texts.</p> <p>The use of Emile allows the children to improve their multiplication knowledge and speed of recall in a motivating and enjoyable manner. It also allows pupils access to a variety of resources to support their home learning, both homework and when unable to attend school.</p> <p>Over the last few years there have been fewer opportunities for children to write for sustained lengths of time and this is reflected in pupil handwriting/presentation. The use of Letter Join aims to improve handwriting, making the process of editing and improving easier.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>EEF publishes guidance to help teachers boost primary and... EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further embed the Thrive approach across school.</p> <p>To develop the role of two Thrive Practitioners to offer targeted support.</p>	<p>The Thrive approach promotes positive mental health and emotional wellbeing in children and young people, supporting them to becoming ready to learn. The learning mentor currently supports pupils across school and is a qualified Thrive practitioner. We will further support the development of a second Thrive practitioner so as to better meet the needs of all of our pupils. Family Thrive will also be offered to support families.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,6,7</p>

<p>Provide additional support for cost of Before/After school clubs, trips and residential visits that enrich the curriculum and develop cultural capital.</p>	<p>EEF research highlights the importance of providing pupils with a range of enrichment opportunities including before/after school club provision. Observations have shown that not all of our pupils come to school ready to learn – breakfast club provision to be developed to meet the needs of identified pupils and to provide a consistent start to the day. Provision of a range of initiatives to extend children’s experiences Gov.uk: The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,6,7</p>
<p>Inclusion Team (including Attendance lead) to provide targeted support to families and children with a clear focus on early intervention.</p>	<p>Our Inclusion Team will offer targeted support to families. Research and in-house data shows that children who have a large number of absences have a disadvantage against their peers with good attendance. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4,7</p>
<p>Focused support to be given to staff from external partners to impact positively on supporting behaviour and SEMH needs.</p>	<p>Observations across the academic year showed that some pupils still require support to regulate their emotions. All staff to be skilled in de-escalation techniques and external training to provided by BPBP, React UK and in house training will promote improved behaviour in school (including behaviour for learning) and is provided for new staff and as refreshers when needed. Support and development is also offered through the Thrive program.</p>	<p>1,2,7</p>
<p>To provide targeted CASY counselling support to identified children with SEMH needs.</p>	<p>Our disadvantaged pupils are often not emotionally ready to learn in school due to past trauma / experiences outside of school. CASY counselling is an effective way of supporting our pupils, helping them to develop strategies and coping tools in order to be able to access learning.</p>	<p>1,2,3,4,6</p>
<p>To promote positive behaviour through the school reward system.</p>	<p>The use of rewards helps to promote positive behaviour in class. Children feel recognised and valued. Rewards also support the promotion of school attendance. Stickers, certificates and post cards home share successes with parents and encourages celebration of learning.</p>	<p>1,2,3,4,5,6</p>
<p>To ensure all children has the right to learn a musical instrument.</p>	<p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience. An opportunity to play an instrument in school offers additional encouragement to attend school. A whole year group have the opportunity to learn an instrument as well as small group musical instrument lessons being provided.</p>	<p>4,5</p>

	Arts participation EEF (educationendowmentfoundation.org.uk)	
Parent/carer workshops and information sessions to be delivered to further support home-school collaboration.	<p>Parental engagement improves when parents are encouraged to participate in their child's education. Parental workshop shares teaching techniques, the work that their children are doing and helps to foster relationships, essential for helping children to improve. This will also include family thrive sessions.</p> <p>The EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,6,7

Total budgeted cost: £ 230,400

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.

Reading, Writing and Maths	<p>Y6 50% of all pupils met the expected standard in Reading, Writing and maths combined (40% for disadvantaged pupils).</p> <p>Breaking this down further, the outcomes in the following areas were: Reading 64% (48% disadvantaged) Writing 70% (64% disadvantaged) Maths 62% (52% disadvantaged)</p> <p>Y2 44% of all pupils met the expected standard in Reading, Writing and maths combined (27% for disadvantaged pupils).</p> <p>Breaking this down further, the outcomes in the following areas were: Reading 56% (41% disadvantaged) Writing 46% (32% disadvantaged) Maths 63% (59% disadvantaged)</p> <p>EYFS: 63% of the cohort achieved GLD. (57% of PP pupils achieved GLD).</p> <p>By year group for pupil premium</p> <p>Working at Age related expectations:</p> <p>Y1: Reading- 21/30, Writing- 13/30, Maths- 19/30 Y2: Reading – 9/22, Writing – 5/22, Maths –10/22 Y3: Reading – 14/27, Writing - 12/27, Maths - 13/27 Y4: Reading – 8/19, Writing - 6/19 Maths - 11/19 Y5: Reading – 15/26, Writing - 10/26 Maths – 15/26 Y6: Reading - 13/25, Writing - 16/25 Maths - 13/25.</p> <p>Support and CPD was received from DoLs and SLT in reading, phonics, writing, maths and the wider curriculum, both at Trust and Academy level. Lesson planning and delivery is improving with areas for improvement identified and targeted through coaching. CPD in all areas given to staff during staff meeting times.</p>
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Phonics	76% of Year 1 pupils (70% disadvantaged Y1 pupils) passed the Year 1 phonics check.
Attendance	Whole school attendance 92.3%. Pupil Premium attendance 90.6% This is an improvement on the previous year. Persistent absence is an area to focus with the school PA at 27% but this rises to 40% for PP children. Pastoral support was offered to parents through our inclusion team and as a result referrals were made to the Early Help Team as well as to our SENDCo.
Behaviour	There were 37.5 days lost to exclusion. 12 days were for non-pupil premium pupils and 25.5 days were pupil premium. Thrive sessions were accessed by 30 PP children out of 52 children in total accessing these sessions. CASY counselling was provided to 6 PP out of 11 children in total. BPBP worked with four pupil premium children. Support was provided to pupils through our learning mentor /thrive practitioner.

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
Thrive	Thrive
Emile	Webskape Ltd
Bug Club	Pearsons
Doncaster Music Service	DMBC
Reading Plus	Dreambox reading
TTRS	Maths circle

Service pupil premium funding (optional) N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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