

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium) over the next three years: 2025 - 28. The intent is to help improve the attainment of all 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	North Wootton Academy
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers.	2025/2028 3 Year Strategy
Date this statement was published	October 2025
Date on which it will be reviewed	July 2025 twice annually
Statement authorised by	James Grimsby, Principal
Pupil premium lead	Michele Buschman, Deputy Principal
Governor / Trustee lead	TBC Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40905
Recovery premium funding allocation this academic year	£0
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	£40905

Part A: Pupil premium strategy plan

Statement of intent

Our vision at North Wootton Academy is that we are developing future ‘**Leaders for Lynn**’. We would like every child to ‘shine their brightest’ irrespective of their background or the challenges they face. They will make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers or those we see as having that potential. All our pupils will be given knowledge and cultural capital opportunities to bridge gaps in their learning and **achieve** their absolute best – The ‘**A**’ in our school **TEAMWORK** values.

We will consider the challenges and identify barriers faced by our vulnerable pupils, such as those who have a social worker and/or who may be young carers. At the forefront, will be consideration of their social and emotional wellbeing. Adaptions will be made as to how we communicate and engage with them according to their individual needs and perceptions. The activity we have outlined in this statement is intended to support pupil needs, regardless of whether they are disadvantaged or not.

High-quality teaching and early identification continues at the heart of our approach because of the success of our previous 3 year Pupil Premium Strategy. We aim to build on our quality first teaching which is a non-negotiable in class by extending it into dedicated one-to-one teacher time with our pupil premium children. This was trialed last year and was judged to have the greatest impact on closing the disadvantage attainment gap in writing. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will also be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and time also allocated for staff to consider each child’s journey in school. Our school Senior Mental Health Lead oversees and supports where emotional barriers present themselves. Building on from past success, adults in school are proactive and not simply reactive when it comes to mental health as a potential barrier.

We do not make assumptions about the impact of being in the disadvantage category. Time is dedicated to both talking to our children individually and to progress meetings between our pupil premium champion in school and class teachers. Past outcomes inform us that this approach helps pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- information with regard to potential individual barriers is passed to new teachers at the end of each academic year

We continue with a school culture to be forward thinking. Therefore, at the heart of our intent will be this continued focus to achieve better than expected outcomes in EYFS and Key Stage One. With earlier identification and support, these pupils will be more likely to achieve higher outcomes by the end of Key Stage Two.

Challenges

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

Challenge number	Detail of challenge
1	<p>In July 2025, KS1 and KS2 pupil premium pupils achieving ‘expected’ standard results tended to be in line with National Averages. Whilst we celebrate this against national figures, we are ready to go one step further and judge ourselves internally -</p> <p>Our pupil premium results in July 2025 were below our school Year 6 cohort. The aim is to align our pupil premium child outcomes with our own above national outcomes year on year here at North Wootton Academy.</p> <p>Assessments, observations, and discussions with pupils indicate oral language skills in EYFS and KS1 and general vocabulary knowledge and grammar use throughout the whole school are lower for pupils eligible for PP than for other pupils. An increasing number of our PP children are also EAL – English as and Additional Language. This all slows reading progress in subsequent years and impacts writing in terms of fluency and vocabulary as well as the ability of PP children to achieve ‘better than expected’ standard across all subjects.</p>
2	<p>The education and wellbeing of many of our disadvantaged pupils was impacted by partial school closures during COVID to a greater extent than for other pupils. These findings were supported by national studies. Much has already been achieved in school in tackling the knock-on effect of lockdown but we are mindful to continue tracking these pupils still in our school.</p> <p>Knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing in Key Stage 2 still remain, so narrowing our gap in writing remains a priority. Effective use of teacher time and earlier support in lower Key Stage 2 and Key Stage 1 remains a key focus.</p>
3	<p>Weekly monitoring of home reading records shows pupils who are eligible for pupil premium appear to read far less frequently at home compared to those who are not. This often results in lower reading ability and progress. Quality first teaching, earlier support, a refocus on reading fluency and peer tutoring is to be a key focus.</p>
4.	<p>Internal and external assessments indicate that mathematics greater depth attainment among disadvantaged pupils is below that of non-disadvantaged pupils - more so in KS2 PP pupils not achieving. Quality first teaching around problem solving and reasoning with earlier support is a key focus.</p>
5.	<p>Observations and discussions have revealed that aspirations, independence and confidence are lower in some PP pupils, hence learning attitude is affected. Teachers will have extra time allocated on a one-to-one basis to address barriers to individual learning and have discussions with each child individually.</p>
6.	<p>A number of PP pupils have additional needs that impact their overall learning such SEND, EAL, Medical and Social and Emotional. Our Senior</p>

	Mental Health Lead will be tasked with leading a proactive approach to all staff spotting potential emotional barriers before they have time to negatively impact pupil learning and wellbeing in our school.
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Intended outcomes

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

Intended outcome	Success criteria
<p>Improve oral and reading language skills throughout the school for pupils eligible for PP, particularly for those with EAL as an additional factor within the lower school.</p> <p>There are eleven PP KS1 2025-26 pupils. Three of these are in EYFS. None are EAL this year.</p> <p>However, our focus continues in our lower school and lower KS2 to positively impact PP and EAL pupils in the next three years.</p>	<p>Pupils eligible for PP in EYFS classes make rapid progress so that all pupils eligible for PP meet age related expectations ie. 100% GLD.</p> <p>Year 1 phonics target of 100% pass rate.</p> <p>Pupils in Years 1-2 meet age related expectations or better in reading. (there has been a removal of statutory assessment meaning this is no longer measurable and therefore, PIXL data will be used)</p> <p>This above and other success criteria below will all be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>A greater achievement and progress in early Literacy skills with pupils eligible for PP with this being sustained through the school to ultimately improve KS2 outcomes.</p> <p>Consistent revised spelling approach with phonics explicit across whole school.</p> <p>Earlier identification and support in place for those with potential to achieve greater depth standard.</p>	<p>Pupils in Years 3-5 meet age related expectations or better in reading.</p> <p>Pupils in Years 6 meet age related expectations or better in reading.</p> <p>We fully expect to be able to report good progress for all our PP pupils as was the case last year.</p> <p>Pupils achieve age related expectations or better in writing, GPS and reading in each year group.</p>

<p>Improve mathematical understanding and attainment for all pupils eligible for PP – particularly KS2.</p>	<p>Pupils achieve age related expectations or better in maths in each year group.</p>
<p>Higher rates of greater depth attainment within all year groups for all eligible PP children, with a focus on writing as this is a weaker area of attainment within the school.</p>	<p>Pupils eligible for PP identified earlier as high achievers in EYFS and KS1 and lower KS2 to continue to achieve greater depth to meet their individual target. Focus on upper KS2 to achieve through regular pupil progress reviews and targeted support in line with their cohort.</p>
<p>Pupils to participate in a wider range of activities and be given opportunities that may raise their aspirations and the way in which they view themselves within the school.</p>	<p>The percentage of pupils eligible for PP participating in each of the extra-curricular clubs and pupil committees will be monitored and SMT to take active steps to increase participation within all to ensure that these percentages are above the 11% of PP in the school.</p>
<p>Whilst the above are our intended academic outcomes, we have included here new for 2025, an explicit wellbeing outcome whereby our pupil premium children enjoy their time with us.</p>	<p>To all those in school and to our visitors, we expect our children to present themselves as happy and positive in their journey throughout our school. We acknowledge our time with them in school is substantial and that their time here can also be impacted by events outside of school. All school adults will have responsibility to support the positive mental health of children in their care and seek out the mental health support structures in place.</p> <p>We will seek out these more vulnerable children with robust monitoring and triage our support structures that we have implemented in recent years. A new Emotional Literacy Support Assistant will be trained and will be working closely with our Senior Mental Health Lead.</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: £2405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure any new staff are trained on developing oracy for pupils in EYFS and throughout school in vocabulary, reading and writing tasks. Other staff to have a reminder session in 2025-26.</p> <p>PP children in KS1 to use Mrs Wordsworth resources and those who are also EAL will use Easy Peasy Online App.</p> <p>KS2 to use Descriptosaurus resources and those who are also EAL or new help with Speaking and Listening to work with Teaching Assistants one-to-one.</p> <p>Providing more formal opportunities for speaking and listening within the school especially drama, debate and critical thinking across the revised curriculum.</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 impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

<p>Revisit the school's Speaking and Listening policy to embed a progressive approach whole school.</p>	<p>The EEF highlight that arts participation can have some impact for a relatively low cost; it was felt the drama opportunities provide a way in which to possible engage parents and children within a non-sporting activity; this would also support the wider development of the pupil language.</p>	
<p>All staff to be trained on the effective delivery of vocabulary-based pre-teaching of subject knowledge organisers to include Maths and English.</p> <p>This will be developed to maximise progression by knowledge retention and making connections in learning.</p> <p>Curriculum lead to introduce Science and Non-Core subject themes across the school to assist referencing to prior learning.</p>	<p>One of the best understood principles of cognitive psychology is that novices learn and think differently to experts. <i>Epistemology or Pedagogy, That Is the Question' by Paul A. Kirschner</i></p> <p>Evidence suggests knowledge builds and needs to be 'sticky' - Knowledge Retrieval. We are training our children to move from 'novice' learners with bits of vocabulary to 'expert' learners making connections.</p>	<p>1,2,3,4,6</p>
<p>Provide high quality challenging text in lessons, library and home reading to promote 'Reading for Pleasure'.</p> <p>Pupil Premium Book Club led by Pupil Premium Champion</p>	<p>Children increase their enjoyment of reading through exposure to non-fiction. This broadens their pleasure for reading and widens their interests.</p> <p><i>'Every child has the right to 'Read for the joy of it ... Access NEW books in schools, libraries and bookshops.'</i> 'Cressida Cowell Children's Laureate 2021</p>	<p>1,3,5</p>

Oversee Peer Reading with Year 5 reading with PP children on a rota basis.	Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned Peer Tutoring/EEF Education Endowment Foundation	
All support staff trained on consistent methods of key skill support to ensure that intervention compliments the quality first teaching and the approaches used in the previous year.	Recommendation 4 of the EEF's Making Best Use of TAs highlights the Ensure TAs are fully prepared for their role in the classroom 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.	All
Adaptive approach to teaching and drawings based approach rubrics being introduced across science and non-core subjects to assist assessment of all levels.	Conversations with our children demonstrate their understanding of their learning. We will equip our children with a means of annotating this understanding and our greater depth children will have the ability to demonstrate their learning in a more detail critical thinking style of writing.	All

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Higher-Level Teaching Assistants to focus on language and pre-teaching in EYFS and KS1 – phonics/EAL working	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	1,3,5,6

<p>with EYFS and Reading Co-Ordinator.</p> <p>There is also to be a focus on pre-teaching grammatical structures that may not be as developed in the child's spoken language.</p>	<p>regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continue to develop the targeted writing intervention building upon the earlier grammar and language work, using our Higher-Level Teaching Assistant in KS2 working with Writing Co-Ordinator.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	2,4,6
<p>Mapping levels of academic need and ensuring access to small group intervention sessions on a daily/weekly basis to address these to include whole school maths intervention to close gaps year on year.</p> <p>Providing training to support staff to ensure that this compliments quality first teaching noting a reviewed approach to whole school spelling.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	All
<p>Supporting the work of the Pupil Premium Champion to enable monitoring, training and support for all staff in ensuring that</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	1,2,4,6

<p>learning is being maximized for PP students.</p> <p>TAs & HLTA to work with individual and small groups of children. TA's to be given additional training to ensure they are equipped to deliver quality intervention.</p> <p>This to include our second full time HLTA scheduled to deliver grammar and maths with KS2 PP and EAL children as a priority.</p>	<p>The following are our internal strategies which are evaluated for impact</p> <p>Intervention Maps which are regularly updated and adjusted as necessary.</p> <p>Intervention sessions by TA'a are to be more integral running alongside the start of lessons to ensure a bespoke curriculum for our pupil premium children with this being specific to their individual targets.</p> <p>Monthly training of staff and reviews for PP pupils. Phase teachers to meet with teachers termly who then report to SMT. Teachers to meet with TA's and monitor intervention records/work. TA's trained in terms of intervention expectations 1x month.</p>	
<p>Key Stage 2 after-school booster clubs for pupil premium children in Reading, GPS and Maths</p>	<p>The EEF states that parental engagement is consistently associated with academic success therefore after school booster clubs are an ideal way to greet these parents personally and discuss the child's learning in a more informal way. The booster clubs also enhance and embed learning that has previously been taught in class.</p>	<p>2,3,4,5,6</p>
<p>Sports Leader member of staff to assess and support children in their literacy reading and spelling using an online programme known as Literacy Gold.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Get to know our PP pupils as individuals by continuously updating each student's fact file and inspiring them in one-to-one conversation to fully understand and counteract barriers to learning.</p> <p>Pupil Premium Support Plan for each child introduced to reflect this.</p>	<p>Step 1 of the EEF is to 'diagnose your pupils' challenges and needs'. Each child is unique. We understand they will have different barriers to learning and we need to find out their interests and aspirations.</p>	<p>5,6</p>
<p>Ensure our pupils enjoy learning by termly pupil voice surveys with follow-up feedback sessions for each student.</p>	<p>Evidence from the EEF suggests that 'metacognitive strategies' can be one of the most beneficial ways to develop learning within the classroom. The school wishes to take snapshots of pupils' level of motivation and confidence within the school work and take proactive steps to address and identified issues.</p>	<p>5</p>
<p>Attendance will be consistently monitored and links with parents will be made.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step. In the academic year 2024-2025 attendance rates for PP children were 93.79%. This success needs to be maintained.</p>	<p>All</p>
<p>We organised termly successful Children's University graduations in 2024 and 2025. PP pupils to acquire cultural capital 'hours'.</p>	<p>The proportion of disadvantaged pupils attending university is disproportionately low whereas nearly half of our PP children attended. Monitoring the proportion of PP pupils attending external extra-curricular activities showed it was low compared to our non-disadvantaged pupils.</p>	<p>5,6</p>
<p>Dedicated practitioner trained in both THRIVE and ELSA programme.</p>	<p>The Children and Young People's Mental Health Coalition (CYPMHC) notes that Pupil's mental health can</p>	<p>5,6</p>

<p>Deputy Principal working closely with NHS Mental Health Team provider to review and report back to Principal the wellbeing progress on a termly basis. ELSA programme a key school priority on a proactive basis rather than simply reactive.</p> <p>Wellbeing Team and our school Anti-Bullying Ambassadors overseen by our Pupil Premium Champion. These peers help address the mental health of some of our PP children.</p>	<p>greatly hamper their educational attainment and that disadvantaged pupils are most at risk. Therefore, they advocate 'the use of skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility'.</p>	
<p>Monitor and promote Arts participation to broaden experiences and cultural capital.</p> <p>Artsmark journey to commence 2025. This will broaden cultural capital across the school.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p> <p>This Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Arts Participation/EEF Education Endowment Fund</p>	<p>1 - 6</p>

Total budgeted cost: £ 40905

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 2023 to 2024 academic year.

Our internal assessments of our pupil premium children for the academic year 2024-25 were 0% GLD (Good Level of Development) in EYFS as two children had very specific barriers to their learning that are being addressed. A third child who would have achieved GLD left our school and therefore, could not be included in this figure.

Our Year 1 phonics whole school was 86%. Our Year 1 pupil premium phonics was 66% as realistically targeted at the start of the year.

Our Year 4 Multiplication Times Tables Check test results were 85% whole school against 50% of our pupil premium children achieving 22+ out of 25 questions. We had four Year 4 pupil premium children. Two out of these four pupils had specific challenges noted in their individual EHCPs.

Statutory KS1 data has since ceased, national comparison against this target are not possible. However, PIXL comparative data will give some indication wherein non-PP outcomes were significantly above the national average. Last year there were only three Year 2 disadvantaged pupils. Two out of these three were assessed as having achieved at or above age related expectations in reading, writing and mathematics.

The performance of Year 6 showed some had made significant individual progress since KS1 which reflects the intent of the three-year plan. Disadvantaged Year 6 age-expected levels in KS2 SATS July 2025 were Writing 72%, Reading 72%, and Maths 72%. By comparison, National PP data was Writing 72%, Reading 75%, and Maths 74%. Maths data continues to improve back to former levels in school (40% last year) which reflects the success of the pupil premium three year strategy.

Broadly speaking, our pupil premium children met their individual targets at the end of KS1 and KS2 but our whole school tracking data as at July 2025 identifies that we need to continue to explore the ways in which we ensure our more able pupil premium children can excel in line with the rest of our pupils. Whole school Year 6 above age-related levels in KS2 SATS July 2025 were Writing 18%, Reading 42%, and Maths 35%. By comparison, our PP data for those achieving above age-related KS2 SATS were Writing 14%, Reading 29%, and Maths 29%.

Our full time HLTA was tasked with KS2 pupil premium writing intervention at the start of the previous pupil premium strategy. Last year, implementation of this changed significantly. We trialled the HLTA teaching the class whilst the class teacher spent quality one to one time with our pupil premium children. Feedback and outcomes were positive and so this will continue to form a big part of the next three year strategy. Group intervention work with this HLTA will be less.

Our other previously part-time HLTA however will be full-time from September 2025. This is a significant financial commitment funded in part by pupil premium monies following a trial of her working with many of our less able pupil premium children in groups for mathematics last year. Outcomes were positive and noticeably so was the enjoyment expressed by our pupils attending these sessions. Some were concerned these sessions would stop. Smaller dedicated groups suited them. This will be extended into writing across KS2 as well as mathematics.

Teaching assistants will continue adopting a similar role in KS1 focusing on phonics and reading alongside our dyslexia programme.

Support of KS2 pupils affected by lockdown and the success of EAL pupils lower down the school is key to the future successes of our more able pupil premium children. The consistent teaching of phonics/spellings remains a school focus through all classes and not just KS1. The curriculum has been adapted to include a vocabulary-based pre-teaching approach. This is explicit in our intervention mapping across the school. The bridging of mathematical fluency gaps across year groups has been a success. We now turn our attention to new approaches in September 2025 to problem solving and mathematical reasoning which will be championed by our Mathematics co-ordinator with targeted coaching and monitoring across the school.

Overall attendance for all our pupils in 2024 – 25 was 96.1% compared to pupil premium children 93.7% We closely monitor attendance of some pupil premium pupils.

Take up of extra-curricular activities was successfully monitored to promote cultural capital. As of July 2025, ten out of eleven clubs had 11% or more pupil premium children attending. We begin Sept 2025 with five clubs having less than a 11% take up so far but this is just prior to promotion of these. It is worth noting computing, cookery and lego have a pupil premium uptake of 25+%. Take up of music lessons delivered by our external provider has increased by two pupil premium pupils so far in Autumn 2025 compared to Summer 2025. We also begin September 2025 with almost 50% of our pupil premium children having a Children's University passport. Historically, this is always well promoted and received by pupil premium children and their families.

Where the impact of lockdown remained acute for disadvantaged pupils, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A reformatted pupil premium support plan for each individual child is updated ongoing to better understand each child's aspirations, targets and barriers to

learning. This will continue into 2026 with a more proactive, formalised and triaged approach to mental health with evidence-based impact monitoring. The school ELSA (Emotional Literacy Support Assistant) together with our Senior Mental Health Lead regularly reviews which pupils need extra emotional support to help them achieve. Teachers and all other staff are asked at regular intervals for their opinion as to which pupil could be considered as emotionally vulnerable. The aim is to be proactive and minimise potential distress before it takes root and negatively impacts pupil wellbeing.

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
A National Scheme aimed to promote and reward each child’s aspirations and exposure them to a rich variety of cultural capital experiences.	<p>Children’s University</p> <p>Due to the collapse of this within our LA, we have worked hard to develop our own NWA Passport to replace this and we currently promote this with regular graduations across the year including the wearing of blue gown and mortarboards.</p> <p>Take up is historically very good being almost half of our pupil premium children as at Autumn Term 2025.</p>

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?	<ul style="list-style-type: none"> • Additional academic support through a % of Teaching Assistants time targeted on their development • Provision of ELSA and THRIVE support when needed such as during deployment • Supporting with wider opportunities such as music lessons

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none">• Additional support has enabled 100% of eligible pupils to maintain working towards their target levels in their core subjects and therefore, this would be seen as impactful.
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Further information (optional)

Additional activity

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

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

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated if activities undertaken in previous years had the degree of impact that we had expected. As a result, we believe the strategies above are a direct response to key areas we need to focus on.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

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

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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