

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Anne's Church Academy
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers 3 years.	2021 -2024
Date this statement was published	December 2021
Date review September 2022	September 2022
Date of next review 2023	September 2023
Date of next review 2024	September 2024
Statement authorised by	Emma Hardy – Smith (Principal)
Pupil premium lead	Emma Hardy- Smith (Principal)
Governor / Trustee lead	Kate Sargent (Chair of AC)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>2023-2024 - £87, 093</b>
Recovery premium funding allocation this academic year	2021 - 2022 £ 7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021- 2022 £ 79,611 2022-2023 £ 77,014 <b>2023-2024 £87,093</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At St. Anne's, we passionately believe that everyone is capable of extraordinary and incredible things. We have our Learning without Limits pedagogy which underpins our curriculum. For us, our curriculum is everything we say and everything we do. This means that we won't set a ceiling or a limit on what any individual is able to do

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider all the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through small group intervention and targeted tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in all work they are set
- act early to intervene at the point need is identified
- Encourage aspiration for all pupils
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge Looking at the exemplar document from the DfE can you qualify this with any data about your school?
1	Our assessments and observations indicate that there is significant missed learning due to school closures and isolating which is particularly evident within Reception ,Year 1 and 2. Many of our disadvantaged children have been particularly impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age- related expectations particularly in reading, writing and maths
2	Low attendance and punctuality. Our attendance data over the last 3 years indicates that attendance amongst our disadvantaged pupils has been <93.35% compared to 94% for our non-disadvantaged pupils (2019 data). 87.7% (GRT) 28% of disadvantaged have been 'persistently absent compared to 7.95% of their peers in the same period. Our assessments and observations indicate that absenteeism is particularly negatively impacting the progress of our disadvantaged pupils.
3	Some children (particularly but not exclusively GRT and disadvantaged children) have under- developed oral language skills, limited vocabulary, phonics and reading skills and knowledge which significantly impacts upon learning. This is evident from Reception through to KS2.
4	In some cases there is a lack of aspiration and low self-confidence amongst our disadvantaged pupils.
5	The pandemic has had a negative impact on social and emotional wellbeing for children and families with referrals for support having markedly increased over the past 18 months particularly from our disadvantaged families. 52 children currently require regular (weekly) additional support for social and emotional health of which 44% are disadvantaged. Other groups of children and families receive less regular support as needed.
6	Within our school, there is a large differential in relation to parental engagement/ support with learning with our disadvantaged families.
8	Low income resulting in lack of access to food, uniform, IT, resources, books, clubs and life experiences has a detrimental impact upon our disadvantaged children.

## 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
Increase levels of progress for all PP children to raise outcomes and enhance life chances	<p>By 2024/25</p> <ul style="list-style-type: none"> <li>Gaps in learning will have been identified and addressed through targeted teaching and support</li> <li>Data will show that all PP children make at least expected progress</li> <li>Data will show that more PP children meet the expected level across the curriculum and the gap with their non disadvantaged peers has shrunk in KS2 from 23% in 2019 less than 10%</li> <li>Data will show that more PP children attain greater depth in reading, writing and maths by the end of KS2. 2019 data showed 0%- aim to be roughly in line with non- disadvantaged peers (2019 Data – No children reached GD)</li> <li>Improved data tracking of PP children especially GRT children will identify strengths and areas for development to ensure more children achieve expected levels.</li> </ul>
Increased levels of attendance to raise outcomes.	<ul style="list-style-type: none"> <li>Attendance of all PP children will improve with a particular focus upon GRT pupils from current data of 87.7 (2019) to above 90%</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance of PP children will be in line with non-disadvantaged peers.</li> <li>• 100% GRT parents will participate in attendance meetings which will lead to improved attendance and a raised understanding of the importance of attendance</li> </ul>
Increase levels of parental engagement in children's learning to raise outcomes.	<ul style="list-style-type: none"> <li>• All PP children and their families will be actively engaged in aspects of school life with a raised participation of GRT families</li> <li>• Traveller advisory team and school working closely together to strengthen relationships between school and GRT families.</li> <li>• 100% attendance at learning review meetings for all children</li> <li>• 100 % attendance at start of year meetings for GRT</li> <li>• Attendance at parental information events and school events- &lt; 80% engagement for whole school</li> </ul>
Increase access to food, uniform, resources for children and their families to enhance cultural capital	<ul style="list-style-type: none"> <li>• All children eligible for FSM take up the offer of a free school meal.</li> <li>• All children have access to full school uniforms and resources needed for learning.</li> <li>• At least 75% of PP children access a school club during the school year.</li> <li>• 100% PP children will go on a school residential</li> </ul>
<p>Increase support for children's mental health and social emotional learning.</p> <p>Increase support for families.</p>	<p>By 2024/5</p> <ul style="list-style-type: none"> <li>• There will be at least 2 mental health first aid trained staff on each site</li> <li>• Qualitative data from student voice, family surveys and teacher observations will demonstrate high levels of well-being</li> <li>• All families will have access to training sessions with attendance of disadvantaged families to events being at least 80%</li> <li>• Thrive approach will be embedded and assessments will identify positive impact in the support children's wellbeing.</li> <li>• Parents and carers will utilise trained staff to support and signpost for further guidance</li> </ul>

## Activity in this academic year 2021-22, 2022-2023

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention) Boolean/ Directors/ Hub evenings/ Middle leaders/ Subject leader/ Secondary links/ Coaching 15/ Support staff

Budgeted cost: 2023- 2024 - £6, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021-2022	Review 2022-2023
Boolean Maths programmes ( Yr5-8) and (Early years – year 2 Mastery number programme )	<ul style="list-style-type: none"> <li>EEF focus on quality teaching for all to raise standards</li> <li>Unlocking talent fulfilling potential focuses on closing the attainment gap during the early years  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> </li> </ul>	1, 3,4 and 5	<p>Overall KS2 maths outcomes: 80% expected 18% GD</p> <p><b>PP KS2 maths outcomes: 82% at expected 25% GD (PP children outperformed non PP peers- gap closed)</b></p> <p>KS1 maths outcomes- 71% expected 14% GD PP 28% 14% GD EYFs - 76% @ GLD</p>	<p>Overall KS2 maths outcomes improving for all children 82% expected , 22% GD</p> <p><b>PP KS2 maths outcomes:50% at expected</b> (3 out of 6 children. The 3 children who did not achieve the expected level also have additional complex SEND needs)</p> <p>KS1 maths outcomes improving - 80% expected , 15% GD</p> <p>EYFS - 76% @ GLD</p> <p>KS1 disadvantaged children - 62% at the expected level. 5 children out of 8. The 3 children who did not meet the expected level also have other additional disadvantages and had made expected progress from their starting points.</p>
Trust directors leading training for all staff – English, Maths, Science	<ul style="list-style-type: none"> <li>EEF focus on quality teaching for all to raise standards</li> <li>July 2016 DfE standard for teachers' professional development state that: Professional development must be prioritised by school leadership</li> </ul>	1, 3,4 and 5	<p>Hub training rescheduled</p> <p>Assistant directors appointed September 2022</p>	<p>Assistant directors in English and Maths from our school have led training on maths and English this year resulting in increased maths outcomes in Maths and writing.</p> <p><b>KS2 combined data - 74% ( significantly above national 59%)</b></p> <p>The directors supported the</p>

				development of English and Maths teaching in other schools in the Trust - as a result all schools obtained good Ofsted outcomes resulting in better quality of teaching and learning for all pupils.
Middle leader training/ Teach meet sessions	<ul style="list-style-type: none"> <li>EEF focus on quality teaching for all to raise standards</li> </ul>	1, 3,4 and 5	2 members of staff successfully completed the middle leaders course.	No staff undertook the course this year.
Subject leader training and subject leader release time  2023-2024- £ 3000	<ul style="list-style-type: none"> <li>EEF focus on quality teaching for all to raise standards</li> </ul>	1, 3,4 and 5	Ofsted report May 2022- recognised strong subject leadership across the sites.	Robust subject leader training for all teachers led by trust leaders resulted in improvements and consistency in the wonder curriculum. Subject reviews / book looks/ pupil voice demonstrates that children are achieving well in all subjects. Art/ Music now have a much higher profile across the school. Children had increased opportunities to be creative, enter art competitions and perform in musical events. 100% year 3 children were taught a musical lesson. 100% children in year 2,3 and 4 performed in singing festivals . 92% children said they were enjoying music and felt that they had improved their musical knowledge. ( Pupil voice June 2022) .
Coaching 15  2023-2024- £3000	<ul style="list-style-type: none"> <li>EEF tiered approach to focus on quality teaching for all to raise standards</li> </ul>	1, 3,4 and 5	Staff training for all staff including support staff.  Coaching 15 has not had the full impact intended due to staffing constraints due to Covid.  Relaunch in September 2022.	Coaching relaunched. All ECTS successfully on track to meet required standards. Completed year 1.  Quality and consistency of teaching is improving (Lesson observations and drop ins) leading to stronger outcomes for all children.  Staff feedback 95% positive- felt that coaching was helping them to improve their practise.

				June 2022- Decision was made to adopt Walkthrus as the toolkit to support coaching and use Steplab as the online platform from September 2023 to develop all staff. Training booked for September 2023.
Support staff training  <b>2023-2024 - £500</b>	<ul style="list-style-type: none"> <li>• EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland</li> <li>• Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF)</li> </ul>	1, 3, 4 and 5	Weekly support staff training contributed to a high level of support given to all children - recovery curriculum led to strong outcomes - see above.	<p>Weekly support staff training contributed to a high level of support given to all children leading to strong outcomes and strong progress. See outcome data above.</p> <p>In Year 6 - 70% of children who received targeted maths interventions with trained support staff achieved the expected result. (The 3 who did not achieved the expected result all made accelerated progress with scaled scores of &gt; 97.</p> <p>In reading, 62% of children who received reading interventions met the expected level.</p>

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

Budgeted cost:

2021 - 2022 **£30,066**

2022-2023 - **£ 17,051**

2023- 2024 - **£32,095**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021-2022	Review 2022-2023
<b>Tutoring for disadvantaged pupils</b> 2021- 2022- £3000 2022-2023- £4000	<ul style="list-style-type: none"> <li>• Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</li> </ul>	1, 3, 6	100% attendance including in school holidays. 50% achieved ARE in reading and making strong	100% attendance See data above.

2023 - 2024 - £ 2000	<ul style="list-style-type: none"> <li>• EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland</li> <li>• EEF focus on quality teaching for all to raise standards</li> <li>• Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF)</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>		<p>progress in maths (On track to meet ARE end of KS2)</p> <p>(50% SEN - making progress against Learning passport targets)</p> <p>Cooking sessions / art activities also offered.</p> <p><b>Funding needed to deliver tutoring as part of the School based tutoring programme in 2022-2023. 40% paid by schools/ 60% funded.</b></p>	
<p><b>Additional teaching support for reading and phonics teaching for targeted groups of children to ensure QFT for all.</b></p> <p>(Term 1 and 2 Hewish year 2)</p> <p>2021 -2022 £15,355</p> <p>2022-2023 £0</p> <p>2023-2024 - £8271.24</p>	<ul style="list-style-type: none"> <li>• Year 2 cohort at Hewish are significantly below expected level. ( 20% of the class GRT/ 20% SEN/ 20% PP)</li> <li>• Missed EYFS and Year 1- attendance very low</li> <li>• Additional teacher 0.5 to close gaps in phonics, early reading and number fluency.</li> <li>• EEF focus on quality teaching for all to raise standards</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1 and 3	<p>2022 KS1 data for reading and maths above national average and in line with 2019 national data.</p> <p>Percentage of children meeting expected level rose from December 2021- May 2022</p> <p>Reading - 68% - 74% (GD18%)</p> <p>Writing - 63% - 69% (GD 9%)</p> <p>Maths - 63% - 71% (14%)</p> <p>(PP outcomes 28% expected / 14% GD)</p> <p>Year 2 phonics Autumn 2021 88% PP - 80%</p> <p><b>This support will be delivered through phonics and early reading champions 2022-2023 - see below.</b></p>	<p>2023 KS1 data above national average Reading 78% , Writing 73%, Maths 80%</p> <p>2023 Yr 1 Phonics outcomes - <b>83% (PP outcomes - 80%)</b></p> <p>Yr 2 phonics outcomes 93%</p>
<p><b>Small group structured interventions to support phonics and early reading – KS1</b></p> <p>£ 8,000</p>	<ul style="list-style-type: none"> <li>• EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland</li> <li>• EEF focus on quality teaching for all to raise standards</li> <li>• 'Unlocking talent fulfilling potential' focuses on closing the attainment</li> </ul>	3	<p>As above</p> <p>Year one phonics Percentage of children achieving expected level for phonics 92% (significantly above national)</p>	As above



<p>( JS / RR)</p> <p>2022-2023 £13,511 ( CD, RR, AF)</p> <p>2023- 2024 £21,258.76 ( CD, RR, AF, RF)</p>	<p>gap during the early years</p> <ul style="list-style-type: none"> <li>• Marc Rowland swift and timely changes to provision as a result of evaluating current attainment alongside regularly monitoring and evaluating data</li> <li>• FFT 2020</li> <li>• Effective use of RWI raises standards</li> <li>• EEF toolkit- early phonics interventions and reading comprehension strategies</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>		<p>Percentage of PP children meeting expected standard for phonics 88%</p> <p><b><i>This level of targeted support to continue 2022-2023</i></b></p> <p><b><i>Increase support for Year 1 cohort with high level of disadvantage - 50% class did not meet GLD.</i></b></p>	
<p><b>Additional Learning mentor hours to target GRT children overlearning and prep for success sessions</b> (Hewish)</p> <p>2021-2022 £ 2,556</p> <p>2022-2023 (This budget will form part of the LM hours)</p>	<ul style="list-style-type: none"> <li>• EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland</li> <li>• EEF focus on quality teaching for all to raise standards</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2,3,4	<p>Beginning to see increased engagement with reading.</p> <p>Year 1 pupils met the expected standard for phonics.</p> <p>Year 2 pupils 80% met the expected standard for phonics.</p> <p><b><i>These hours to be added to Learning mentor hours at Hewish to ensure the whole school day benefits from learning mentor support.</i></b></p>	<p>N/a</p> <p>Included in QFT and small group tutoring and mentoring</p>
<p><b>Additional small group structured interventions</b></p> <ul style="list-style-type: none"> <li>- Early years – vocabulary and speech and language support</li> <li>- Targeted maths intervention/ small group tutoring for KS2 children</li> </ul> <p>2021- 2022- £0 2022-2023 £0</p>	<ul style="list-style-type: none"> <li>• EEF toolkit- early phonics interventions and reading comprehension strategies</li> <li>• Unlocking talent fulfilling potential' focuses on closing the attainment gap during the early years</li> <li>• Awareness that PP are not a homogeneous group and that we need to fully understand the needs of our children as individuals to collectively best meet their needs</li> <li>• 2008, The National Foundation for Educational Research and the Teacher Development Agency found that 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning'</li> </ul>	3,7	<p>Early years intervention did not start this year due to staffing.</p> <p>PP KS2 maths outcomes: 82% at expected 25% GD (PP children outperformed non PP peers- gap closed)</p> <p><b><i>This will now form part of QFT.</i></b></p>	N/a

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>			
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 2021- 2022 £ 49,856

2022- 2023 £ 53,068

2023-2024- £ 48,498

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021-2022	Review 2022-2023
<b>Learning mentors/ family support</b> <b>£ 45,948</b> 2022- 2023 <b>£ 48, 068</b> 2023- 2024 <b>£ 43,194</b>  Learning mentors on both sites support children in a multitude of ways.	<ul style="list-style-type: none"> <li>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001)</li> <li>Research from 'When adults change'-Paul Dix and use of Learning Mentors to support restorative behaviour support and learning behaviours</li> <li>Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems disorders</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence-evidence-reviews/social-and-emotional-learning</a>	1-8	100% attendance at learning review meetings.  100% attendance of GRT families at learning review meetings.  100% PP children attended Forest school sessions.  100% PP children attended 1:1 'All about me' sessions with Learning mentors.	100% PPchildren had the opportunity to attend Forest school sessions.  100% PP children attended 1:1 All about me sessions with learning mentors to gather their voice about their learning to bespoke support for them.
Attendance champions ensure high attendance from all pupils.			Whole school end of year attendance data 93.6% PP	Whole school end of year PP data. 93%
Thrive groups to support emotional wellbeing.			After school well-being sessions attended led by Learning mentors - 50% attendance of PP children (10/ 20 children)	After school wellbeing sessions 70% attendance of PP children ( 15/21)
Leading Forest school			Weekly 'Thrive' sessions to support children with SEMH difficulties - Ofsted report May 2022 'Staff know pupils and their families well. Adults care	Weekly Thrive sessions for children with SEMH difficulties successfully supported children resulting in a reduction in internal and external exclusions.
Support for children's mental health - 1:1 , small groups- family sessions				
Social and emotional support for pupils- Thrive				

groups / friendship circles/ Lego club	<a href="#">evidence/teaching-learning-toolkit/behaviour-interventions</a>		<i>deeply about pupils and want the best for them. Staff are sensitive to pupils' needs and form friendly and supportive relationships with them. Pupils feel safe because they trust adults to look after them.'</i>	
Behaviour and behaviour for learning support/ training for children and staff	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf</a>			
Parent support – 1:1 sessions	<ul style="list-style-type: none"> <li>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. EEF</li> <li>EEF toolkit-behaviour interventions impact</li> <li>Marc Rowland- understanding attitudes to learning and family engagement is vital for the success of PP spending</li> <li>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring</li> <li>EEF toolkit-social and emotional support either individual/group <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></li> </ul>		<i>'Staff work closely with pupils and parents to support pupils' well-being. They also provide extra teaching, which is helping pupils to catch up on learning they have missed.'</i>	
Well- being extra-curricular clubs				
Gardening clubs				
Lunch time calm club				
GRT parent support/ liaison			<p><i>Learning mentors' lunchtime calm clubs support behaviour across the sites.</i></p> <p><i>Ofsted report - 'Pupils are wonderful ambassadors for the school. They are polite and respectful and behave exceptionally well. Pupils understand routines, and there is a buzz of purposeful activity wherever you go'</i></p> <p><b>Additional hours for LM at Hewish to include the start and end of day. Cost risen to £48, 068</b></p>	
<b>Funding for after school clubs / breakfast club/ trips and events</b> 2021- 2022 <b>£ 2000</b>  2022- 2023 - <b>£4000</b>  2023 - 2024 <b>£ 4000</b>	<ul style="list-style-type: none"> <li>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK. Economic, cultural and social capital had a direct impact on educational inequalities. Connelly, Sullivan and Jerrim (2014)</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4 , 8	100% pupils attended Year 6 school residential/ visits.  100% pupils in Year 3 and 4 attended swimming lessons  100% pupils attended year 6 life saving.  Breakfast club funded sessions completed by 5 pupils.	100% children attended swimming in year 3  100% children attended lifesaving  Breakfast club funded sessions for 3 disadvantaged pupils  100% PP children attended year 6 camp ( Funding support given to PP families who requested it)

	<a href="https://openresearch.lsbu.ac.uk/download/7431105af89ffc26d15e105ada8b72cc5f3638737e47d34ddf05283de5adc351/606685/Chapter%2011%20-%20children%20from%20low%20income%20families%20-%20final.pdf">evidence/evidence-reviews/essential-life-skills</a> <a href="https://openresearch.lsbu.ac.uk/download/7431105af89ffc26d15e105ada8b72cc5f3638737e47d34ddf05283de5adc351/606685/Chapter%2011%20-%20children%20from%20low%20income%20families%20-%20final.pdf">https://openresearch.lsbu.ac.uk/download/7431105af89ffc26d15e105ada8b72cc5f3638737e47d34ddf05283de5adc351/606685/Chapter%2011%20-%20children%20from%20low%20income%20families%20-%20final.pdf</a> <ul style="list-style-type: none"> <li>• Marc Rowland- understanding attitudes to learning and family engagement is vital for the success of PP spending</li> <li>• Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring</li> </ul>		<p>5 families supported to fund residential.</p> <p><b><i>Due to the increasing cost of living, fuel bills etc - the number of families who need support to fund events, trips and to enable everyone to access the broad curriculum , we have added more money to fund additional activities. £ 4000</i></b></p>	
<p><b>Funding for curriculum materials/ uniform etc</b></p> <p>2021-2022 <b>£ 1,908</b></p> <p>2022-2023 <b>£ 1000</b></p> <p>2023 - 2024 <b>£ 1304</b></p>	<ul style="list-style-type: none"> <li>• Closing the disadvantage gap</li> <li>• Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools ...should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</li> <li>• Books and curriculum materials to support disadvantaged pupils</li> </ul>	4, 8	<p>Uniform/ Book bags/ water bottles/ school materials purchased for families at both sites.</p> <p>100% children have full uniform/ equipment needed.</p> <p><b><i>This fund will be continue to be available to support families with the cost of living and to ensure all children have required equipment/ uniform etc £2000</i></b></p>	<p>Uniform/ Book bags/ water bottles/ school materials purchased for families at both sites.</p> <p>100% children have full uniform/ equipment needed.</p>

**Total budgeted cost: 2021-2022 £ 79,922**

**2022-2023 £ 69, 051**

**2023 - 2024 £ 87,093**

## 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 2020 to 2021 academic year.

#### ***This year marked the end of the previous Pupil premium plan.***

1:1 tuition reading and maths for LAC including throughout the school holidays – all children making accelerated progress from starting points. 100% children reached expected level in reading.

One offer of after school club fully funded for all pupil premium children.  
Increase in the number of disadvantaged children taking up the offer of an after school club.

KS2 small group English and maths tuition offered on both sites - Year 5/ 6  
Data shows this had a positive impact on children's confidence and progress.

KS1 phonics and reading small group tuition offered on both sites  
Year 1 phonics data - 2021 - 92% PP phonics data 100%

KS2 small group tuition - year 3-4  
Data shows this has had a positive impact

Year 5 -Early morning small group maths tuition at West Wick - term 6.  
83% children made accelerated progress in maths

English CPD for all staff - reading and writing.  
Reading data remains strong despite school closures – 2021 KS1 77% KS2 76%  
Subject monitoring showed that the teaching of reading was very consistent across the school.  
New writing SOW produced for whole school approach to writing for 2021- 2022.

All pupil premium children offered additional sessions of forest school throughout the year  
All PP children received at least one forest school session. Attendance 92%

5 children loaned chrome books during lockdowns  
As a result, these children could access remote learning.  
5/5 children met expected level for reading and maths.

Trips, swimming and camps supported with pupil premium funding  
100% children participated in school trips and enrichment week.

30 Chrome books purchased to improve access to QFT on site for keyworker children during school closures  
Children attending onsite provision were able to access remote learning resources resulting in consistency of curriculum offer during lockdown.

Learning packs, postcards and resources delivered to all GRT families  
As a result, communication between school and families remained strong.  
100% of GRT children returned to school when school reopened.

Kids club vouchers for holiday club for Identified disadvantaged and vulnerable children

Parent feedback showed that parents were very grateful for this support during the holiday.

Small group Thrive sessions/ calm club delivered by trained staff to support social and emotional difficulties (Thrive training funded by Pupil premium grant)

No FTE since Thrive sessions

Breakfast, milk and fruit available for all PP children

100% PP children have all about me 1:1 sessions and access to daily fruit.

Pupil premium champions track progress and liaise with teaching staff to ensure good progress is targeted - pupil progress meetings target PP outcomes

KS1 80% PP children reached Expected level (Reading)

KS2 60% PP children reached Expected level (Reading)

Attendance of PP children continues to improve –

92% PP attendance for 2020-2021

100% GRT children returned to school after lockdown 2021 largely due to the communication and support given during lockdowns by the learning mentor.

Attendance at learning review meetings of parents of PP children increased – 100%

GRT families attended October 2021

## Service pupil premium funding (optional)

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

Measure	Details	2022-2023
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"><li>• 2/3 service children attended forest school.</li><li>• 2/3 child received small group tuition</li><li>• 2/3 children attended small group / 1:1 emotional support from Learning mentors</li><li>• 2/3 children attended funded after school club in term 6</li><li>• 1/3 received music lessons</li></ul>	<ul style="list-style-type: none"><li>• 2 /3 service children attended forest school</li><li>• 1/3 received small group tuition</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• Forest school for service children – impact on emotional wellbeing. All children said they really enjoyed it and they felt happy at school. High attendance from all service children.</li></ul>	<ul style="list-style-type: none"><li>• Forest school for service children – positive impact on emotional wellbeing. 100% children said they really enjoyed it and they felt happy at school. High attendance from all service children.</li></ul>

	<ul style="list-style-type: none"> <li>• 100% children met ARE</li> <li>• 67% GD for reading and maths</li> <li>• All children gave positive 'all about me' feedback to Learning mentors</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 - 100% met ARE for reading , writing and maths</li> <li>• Positive feedback to learning mentors 1:1 time</li> </ul>
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