

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	Kingswood Primary School
Number of pupils in school	520
Proportion (%) of pupil premium eligible pupils	44.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kelly Foster Headteacher
Pupil premium lead	Nurjan Shahjahan Deputy Headteacher
Governor / Trustee lead	Anita Hall Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,400
Recovery premium funding allocation this academic year	£35,380
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	£367,780

Part A: Pupil premium strategy plan

Statement of intent

Kingswood Primary School is committed to narrowing any identified gaps in attainment between pupils. We are totally transparent in how we use the Pupil Premium funding to enable us to tailor provision to meet individual need through the use of tested intervention programmes that can offer sustained and accelerated progress for our pupils.

As an inclusive school, 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. 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.

At Kingswood Primary School, we use Pupil Premium funding to ensure that our disadvantaged and vulnerable 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.

High-quality 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.

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.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Ensure an appropriate level of challenge for disadvantaged pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support families who may be vulnerable for a variety of reasons, in order to help the children.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all children attend school.

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

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and access to trips and residential trips.
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school. This has been further exacerbated by the lockdowns.
2	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
3	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
4	A significant number of pupils are not able to access enriching extra-curricular activities outside of school.
5	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
6	Families in our communities face a number of additional pressures (e.g., housing, high mobility, financial etc,) that can be barriers to providing the support they would like to provide to their children in school
7	Children who are eligible for pupil premium are much less likely than children not eligible for pupil premium to achieve greater depth in any subjects in Key Stage 2 assessments
8	Children who are eligible for pupil premium are less likely than children not eligible for pupil premium to achieve age related expectations in Key Stage 1 which further impacts their attainment in Key Stage 2.
9	There is a significant gap in children who are eligible for pupil premium reaching age related expectations in reading across the school
10	Teacher conferences during pupil review meetings, observations and behaviour analysis shows a significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. This has been further exacerbated by the lockdowns with more children displaying mental health problems and being referred to CAMHS.

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
The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE
Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and book looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences.
All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement.
Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy, and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g., reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.
A higher percentage of children eligible for pupil premium are achieving at greater depth in all subjects in Key Stage 2 assessments.	End of key stage data reflects an increasing number of children achieving at greater depth for reading, writing and maths in Year 6
Children who are eligible for pupil premium are less likely to achieve age related expectations at Key Stage 1 which further impacts their attainment in Key Stage 2.	End of key stage data reflects an increasing number of children eligible for pupil premium reaching age related expectations in year 2, and that the gap is closing between them and children no eligible for pupil premium

There is a significant gap in children who are eligible for pupil premium reaching age related expectations in reading across the school	End of year data shows attainment gap between disadvantaged and non-disadvantaged is closing for reading.
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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: £145,593

Activity	Evidence that supports this approach	Challenge number (s) addressed
Letters and Sounds phonics scheme in place for all EYFS and KS1 children. All staff have attended specific CPD to ensure high quality consistent approach taken to phonics.	https://www.littlewandlelettersandsounds.org.uk/ Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	1,2
Purchase of phonics readers for children to access reading books in line with their phonological awareness	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practice their phonological awareness with books at an the correct instructional level.	1,2
Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2. Coordination, monitoring, and support for this programme is an integral part of the reading specialist team across the federation.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This is a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.	2,7,8
Destination Reader programme in place from Year 2/3 upwards throughout the school	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.	2,7,9
Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	3, 7

learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum. Particular focus this year on Maths Middle leader/link deputy and Humanities middle leader		
Literacy Team to lead on improving provision of talk and teaching of vocabulary in literacy through CPD, coaching and mentoring	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.	1,2,3
Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g., Chatterbug groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1
SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	1
Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g., maths, English etc. Singing assemblies also support children's language acquisition and development.	1,3,4
Specific CPD planned for and delivered to support teachers to understand and	Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the	5,6

<p>address the impact on learning/progress of social and emotional difficulties as well as environmental pressures. 13 members of staff across the federation are trained Trauma Informed Schools practitioners and have formed working parties to support the delivery of a Recovery Curriculum across all schools to support pupils with the impact of covid-19. PSHEE middle leaders, with the support of the PSHEE curriculum hub, to drive full implementation of reviewed curriculum and universal approaches to emotional and mental well-being for all.</p>	<p>curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.</p>	
<p>Adapted systems for assessment, pupil progress tracking and monitoring, with a key focus on children eligible for pupil premium and teacher knowledge of these focus children, their identified barriers for learning and progress across the year and from previous key stages, more rigorous moderation built into assessment window with key focus on pupils eligible for pupil premium. All to contribute to more individualised planning for cohort/ specific needs and linking more to children's lived experiences.</p>	<p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>	<p>7,8,9</p>
<p>Creation of a whole school long term plan for reading - ensuring that children have equal access to high quality texts, ensuring that high quality reading teaching is in place in every year group starting with EYFS, review of targeted interventions, specific reading focus and vocabulary focused CPD</p>	<p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes. Research available about the impact of reading on all outcomes for disadvantaged children and the impact of a lack of access to texts</p>	<p>8,9</p>
<p>Adapted approach to continuous provision in year 1 and the link to transition to year 2 – more formal learning opportunities to be gradually introduced in the summer term with key focus on learning behaviours and stamina. Focus on enriching curriculum experiences that link</p>	<p>Evidence from lesson observations and teacher feedback from year 2 teachers and pupil progress tracking</p>	<p>8</p>

to high quality learning and writing opportunities.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £145.593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and in addition will support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are an incredibly significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	7,8,9
Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly affect pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy, Head First, FRIENDS.	7,8,9
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by Intervention HLTAs and deputy headteachers	Children facing the most complex barriers to their learning should be taught by the most qualified. Intervention HLTAs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role	7,8,9
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions	1,2,3,6
Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs to support with SEMH need	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	10

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

Budgeted cost: £76,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g., curriculum trips, residential trips, theatre workshops, art workshops etc. These will be planned against covid restrictions and risk assessments	A significant number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	4
Partnership with Future Men for a full-time project worker across all the sites in the federation	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc. We have seen	5
Strategies used in school to support the development of emotional literacy and well-being: Continuation of Restorative Approaches to support and teach children to manage and resolve conflict appropriately Introduction of Zones of Regulation Continuation of House Values	These are evidence based programmes that have staff have received training in to support with conflict and emotional regulation.	10
Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	1,2,3,6
Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children's learning.	7
Purchase of high-quality texts to support delivery of high-quality reading provision.	Impact of access to high quality texts on pupil engagement, language development, reading and writing outcomes.	2,3,4,7

Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, NQTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g., reducing bullying.	Evidence-base from a range of research as referred to by PSHEE Association.	5
Working party put together for Diversifying the curriculum (DTC) to complete a review of the curriculum, looking particularly at learning across the curriculum topics and core texts, focusing on accessibility and relevancy for all groups of children represented in the school	Evidence from Lambeth Raising the Game project and associated training. Evidence from school internal data showing less progress, lower attainment, and higher exclusion rates for key identified groups	7,8,9
Pupil leadership teams including a high number of pupils eligible for pupil premium drive strategic action planning for the school	Evidence-base of the impact of pupil empowerment on attainment and engagement	5,6

Total budgeted cost: £367,780

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 2021 to 2022 academic year.

At Kingswood Primary school, despite the many challenges faced during the academic year of 2021-2022, particularly due to Covid-19 related issues, we have been committed to achieve the very best outcomes for our pupils and have celebrated the successes of our desired outcomes.

Impact of Key actions:

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our observations and assessments demonstrated that pupil behaviour was similar last year to the previous year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve all the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Pupil outcomes

End of Key Stage assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than that of their peers. The outcomes we aimed to achieve were not fully realised, although the gaps are narrowing between disadvantaged and non-disadvantaged (see schools data dashboard report).

Data from tests and assessments suggest that attainment and progress in Key Stage Two in reading was high for all pupils and higher for pupil premium children than writing or mathematics. This is due to the investment in strong culture of reading and provision in place, reading CPD training, middle leadership and sustaining expertise for key staff as well as targeted reading intervention by in-school staff.

Despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in maths at the end of Key Stage Two was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 such as gaps in prior learning and pupils application of reasoning skills.

The attainment gap at Key Stage Two for RWM combined between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. The RWM combined pupil premium gap for Kingswood in 2022 is lower than the national gap figure although still reflective of the additional impact of COVID-19 on disadvantaged pupils.

KEY STAGE 2 - PUPIL PREMIUM

Key Stage 2 Scaled score

	KS2 Cohort	Reading Test			Maths Test			GPS		
		School Results	National Non PP*	Difference	School Results	National Non PP*	Difference	School Results	National Non PP*	Difference
All Pupils	92	104.4	105.0	-0.6	104.2	107.0	-2.8	104.5	106.0	-1.5
Non Pupil Premium	46	107.6	105.0	2.6	108.1	107.0	1.1	109.0	106.0	3.0
Pupil Premium	46	101.2	105.0	-3.8	100.6	107.0	-6.4	100.1	106.0	-5.9
Within School Gap		-6			-7			-9		

Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2019	Difference	School Results (%)	National Non PP* 2019	Difference	School Results (%)	National Non PP* 2019	Difference	School Results (%)	National Non PP* 2019	Difference
All Pupils	92	77%	78%	-1%	73%	83%	-10%	71%	84%	-13%	65%	71%	-6%
Non PP	46	89%	78%	11%	87%	83%	4%	87%	84%	3%	85%	71%	14%
PP	46	65%	78%	-13%	59%	83%	-24%	54%	84%	-30%	46%	71%	-25%
Within School Gap		-24			-28			-33			-39		

Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2019	Difference	School Results (%)	National Non PP* 2019	Difference	School Results (%)	National Non PP* 2019	Difference	School Results (%)	National Non PP* 2019	Difference
All Pupils	92	28%	31%	-3%	23%	24%	-1%	33%	32%	1%	15%	13%	2%
Non PP	46	85%	31%	54%	37%	24%	13%	50%	32%	18%	24%	13%	11%
PP	46	13%	31%	-18%	9%	24%	-15%	15%	32%	-17%	7%	13%	-6%
Within School Gap		-72			-28			-35			-17		

Attendance and Safeguarding

Absence among disadvantaged pupils was 3% lower than their peers in 2021/22 and persistent absence 15% higher than their peers. We recognise this gap is too large and continue to focus on raising the attendance of our disadvantaged pupils through detailed tracking, support and follow-up procedures and as well as through the identified broad range of whole school activities detailed in this plan.

Active case management tools continue to be implemented to ensure that the needs of the most vulnerable learners are being met holistically. Family services officers, joined up with whole SLT and SENco inclusion meetings.

School remained open to vulnerable children during Spring lockdown. FSOs made weekly (or more regular) calls to identified vulnerable families to check in and offer practical and emotional support. Oversaw the distribution of weekly lunch boxes for families weekly and breakfast boxes fortnightly. They also supported with arrangements for FSM vouchers alongside the Senior Administration Officer.

Overall attendance in 2021/22 was lower than in the preceding year. Absence among disadvantaged pupils was higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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
Times Table Rockstars (Maths)	TTRS
White Rose Maths	White Rose
Developing Experts (Science)	Developing Experts Ltd.
Collins Big Cat E-books (Reading)	Collins

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 the monitoring cycle, pupil review meetings and feedback ([EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils). Assessment and curriculum teams to work with staff to ensure the more
- utilising a [DfE grant to train a senior mental health lead](#) (Deputy Headteacher and SENP to access this). Also, through the Mental Health Support Team (MHST), referrals are made for families to work alongside parents/carers to support pupils. The Deputy Headteacher is working alongside professionals and identified families to ensure pupils receive the support they may require to meet their needs. 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 and reviewed why activity undertaken in previous years were successful or not had the desired impact.

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 looked at a number of internal 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 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.