

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Alexandra Junior School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	54.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 and July 2023
Statement authorised by	Ralf Muller, Headteacher
Pupil premium lead	Danielle Lindop, Assistant Headteacher
Governor / Trustee lead	Julie Gilson and Angela Hardstaff, lead for disadvantaged pupils

Funding overview

Detail (2022-23)	Amount
Pupil premium funding allocation this academic year	£150,965
Recovery premium funding allocation this academic year	£14,210
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	£165,175

Part A: Pupil premium strategy plan

Statement of intent

“Putting children first”

RESPECT: Responsibility, Equality, Safety, Participation, Excellence, Community and Trust

Growing up – it is about finding out who you are by figuring out what is out there and how to fit in with the world around you before you can make your move, the move that makes you stand out and that leaves your mark for ever. Many roads have to be travelled and many encounters made along the way before you reach your destiny. Many hours have to be spent in preparation to hone your skills and shape your mind. That’s what education is all about: from being led and guided on your path through life to becoming independent and to becoming yourself.

All the experiences, the opportunities for exploration, self-expression, engagement with others entailed in our Alexandra promise and our curriculum are designed to help you to get to know yourself and embrace who you are so that you can choose how to be awesome, to excel: to stand out.

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 pupil premium strategy is implemented as the whole school development plan to ensure every priority is focused on disadvantaged pupils striving and thriving to achieve their goals, including strong progress for those who are already high attainers.

We also have the highest regard and consideration for the extra challenges faced by vulnerable pupils, such as those who have a social worker, or who are themselves young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for pupil premium.

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. 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 the School Development Plan for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and SEND 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 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

Challenges

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

Challenge number	Detail of challenge
1	Language development to close the vocabulary gap between the disadvantaged and their non disadvantaged peers.
2	Reading development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers.
3	Mathematical development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers.
4	Higher prior attaining disadvantaged pupils to make progress in line with their peers to be above national in reading and maths.
5	Metacognition development to close the gap for disadvantaged pupils to be as independent and self-reflective in all areas of learning and development as their national peers. .
6	<p>Our assessments and observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures and our disadvantaged pupils to a greater extent than for other pupils due to less online engagement or attendance in school. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths. Accurate targeted intervention and tutoring for the disadvantaged pupils to catch up.</p>
7	Observations and data overtime evidences a high mobility during KS2 of disadvantaged pupils joining the school, often with little or no English, gaps in previous education or with SEMHD.
8	<p>The pupil base is in the highest percentile of all schools in terms of deprivation.</p> <p>We aim to counterbalance effects of social deprivation by identifying enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>

	All staff are highly trained to identify pupils and their families with SEMH needs and early intervention for family and SEMH support is paramount to ensuring the disadvantaged pupils are ready to learn
9	<p>Family support is robust for disadvantaged pupils who are often more persistently absent than other children and those who are persistently absent as they often face a number of multiple and overlapping needs within the home.</p> <p>Attendance data is reported and monitored by all levels of Trust governance.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>Intended outcome 1 Improved language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Pupils use a range of higher language across the curriculum.</p>
<p>Intended outcome 2 Improved reading attainment among disadvantaged pupils, including higher attaining pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures.</p>
<p>Intended outcome 3 Improved maths attainment for disadvantaged pupils including higher attaining pupils.</p>	<p>KS2 maths outcomes in 2024/25 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures.</p>
<p>Intended outcome 4 Pupils are more resilient, self-reflective and independent through metacognitive</p>	<p>Assessments and observations indicate significantly improved resilience, self-reflection and independence among disadvantaged pupils.</p>

<p>strategies a changed pedagogy enabled by technology.</p>	<p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Intended outcome 5 To address the additional SEMHD pupils face due to covid related school closures, poor home learning support and environment and limited life experiences beyond the home, for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Trauma friendly schools practice is evidenced across school life • We are part of a pilot with ARC to achieve ARC accreditation • quantitative data e.g. boxall profile, behaviour monitoring • qualitative data from student voice, student and parent surveys and teacher observations • an increased in participation in enrichment activities, particularly among disadvantaged pupils
<p>Intended outcome 6 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance of PP children is above the National for PP children. • Gap between PP and National non PP is closing • Persistent absences are reduced to below the National gap.

Activity in this academic year (2022-23)

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: **£94,270.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 1</p> <p>Formulate the active ingredients of our model for class language development which is applied across the curriculum including a whole-school model for explicit vocabulary teaching, embed the practice by providing opportunities to share best practice and monitor their consistent use and impact (and introduce new staff to the model)</p> <p>With subject leaders, review our approach to selecting the vocab which is explicitly taught – whole school, progressive word list -</p> <p>Embed collaborative leadership model linked to vocabulary development. Each subject leader to take responsibility for this in their subject.</p> <p>Develop ‘Word consciousness’. Pupils show curiosity and interest in words - their meaning and origin.</p> <p>Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication in all subjects</p> <p>All teachers to effectively teach the English Speaking Board pedagogy to support oracy</p> <p>Regular opportunities given to all learners to present, perform and collaborate</p> <p>Continue to embed agreed whole-school consistent approach on how to teach reading</p> <p>Monitor and evaluate the Flash Academy programme - Digital platform for in school or remote learning for New to English/SEND pupils,</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>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</p> <p>Revise existing New to English provision and trial more intensive initial language acquisition methods for New to English learners</p> <p>New staff to be introduced to Closing the vocab gap training</p> <p>Continue to deliver high quality professional CPD linked to metacognitive strategies in the class to enable a structured, consistent approach. Strategies introduced last year are reviewed, best practice shared and impact monitored</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>		
<p>Intended outcome 2</p> <p>Effective teaching of reading is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Embed a rigorous and sequential approach to reading across the school, which features explicit teaching of reading skills.</p> <p>New staff CPD in approach to reading from year group partner and subject lead.</p> <p>All staff receive phonics training in delivering the anima phonics program, provision is monitored, best practice shared</p> <p>A reading squad approach in Year 3 and 4 are embedded</p> <p>Reciprocal reading</p> <p>Casestudy – lowest 20% - reading fluency scale, words read per minutes, lexia</p> <p>EAL lead and EAL specialist Academic Mentor to run intensive New to English program and support / monitor EAL provision in all classes.</p> <p>Lowest 20% of readers monitored by English lead – receive 1:1 reading daily.</p> <p>Reading books connect closely to phonics knowledge pupils are taught.</p> <p>Reading case studies developed to track progress for pupils working below ARE</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>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Lexia Reading Core5® EEF</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>Monitor and evaluate the Flash Academy programme - Digital platform for in school or remote learning for New to English/SEND pupils, supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</p> <p>Identified staff to have further training from SLE in the teaching of early reading.</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p> <p>Reading attainment is assessed at each assessment point and gaps are addressed quickly and effectively with the help of interventions based on a question level analysis (Shine program)</p> <p>Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly.</p> <p>Staff have access to appropriate CPD to develop their teaching of reading.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Head teacher weekly weigh in for disadvantaged pupils.</p> <p>High quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p>educationendowmentfoundation.org.uk)</p> <p>Reading squad approach ensures small group teaching for pupils who are early readers.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Whole class guided reading</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p> <p>Switch-on Reading EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	
<p>Intended outcome 3</p> <p>Effective teaching of maths is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Recovery plan based on analysis of curriculum content not covered are updated and followed.</p> <p>A rigorous and sequential approach to maths across the school is improving attainment at end of year assessments</p> <p>A new approach to improve fluency is researched, discussed with maths specialist, trialed and rolled out to all year groups</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>1, 3, 4, 5, 6, 7</p>

<p>Staff have access to appropriate CPD to develop their teaching of maths.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Vocabulary enrichment to be a focus using sentence stems to support the children's development of mathematical vocabulary.</p> <p>Head teacher weekly weigh in for disadvantaged pupils.</p> <p>High quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	
<p>Intended outcome 4</p> <p>Effective High Quality Teaching is consistent across the curriculum</p> <p>Blended learning lead to visit partner school and look at best practice, trial in certain YGs and roll out to teachers (esp how to use blended learning for writing)</p> <p>Blended learning target on each subject leaders action plan</p> <p>Blended learning to feature as success criteria on teacher appraisal</p> <p>Develop and trial models for an in class consistent blended learning approach which is applied across the curriculum.</p> <p>Develop and trial models for targeting lowest 20% through blended learning – e.g. teacher able to deliver intervention while pupil are on devices</p> <p>Homework is delivered via learning platform</p> <p>Signpost specific disadvantaged pupils to self-paced learning opportunities which they can engage with independently – flipped learning videos – expose pupils to content before the lesson</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>This guidance report includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g., by increasing the quality and quantity of pupil practice).</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6, 9</p>

<p>Provide identified disadvantages pupils with 1:1 device which can be taken home in order to improve access and engagement</p> <p>SEND/LA prior attainers benefit from blended learning rotation model and are targeted with flipped learning videos to pre-teach content before lesson/revisit content independently during a lesson or at home.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,274.40 + £14,210 = £38,484.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 2 Maintenance of the subscription of a programme to improve vocabulary, reading fluency and skills for disadvantaged pupils who are developing early reading skills. Continue to monitor impact of LEXIA.</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5, 6, 7
<p>Intended outcome 2 Additional, small group, 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional, small group, Switch on or inference reading sessions targeted at disadvantaged pupils who require further early reading and comprehension support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading?utm_source=/projects-and-evaluation/projects/switch-on-</p>	1, 2, 5, 6, 7

	reading&utm_medium=search&utm_campaign=site_search&search_term=switch%20on Small group tuition EEF (educationendowmentfoundation.org.uk)	
<p>Intended outcome 2</p> <p>Highly differentiated, small group English lessons are targeted at disadvantaged pupils who are new to the country or new to speaking English.</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 and writing:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5, 6, 7
<p>Intended outcome 2 and 3</p> <p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers as well as those with SEND.</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>	1,2, 3, 4, 6, 7

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

Budgeted cost: **£36,614.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 5 To address the additional challenges SEMHD pupils face due to covid related school closures among others by implementing taught metacognition, self-regulation, self-regulated learning strategies and growth mindset.</p> <p>To embed Trauma Friendly Schools Practice across school life based on the ARC audit and the related action plan</p> <p>To trial and disseminate relational approaches after whole school training with Mark Finnis</p> <p>To use nurture approach for targeted pupils.</p> <p>To use restorative practice across the school.</p> <p>To monitor impact of younger mind support using Boxall profile data and behaviour tracking data where appropriate.</p> <p>To review the impact of the Positive behaviour and rewards policy taking into account individual pupil needs.</p> <p>To continue to monitor the consistent use and impact of Jigsaw PSHCE scheme consistently whole school.</p>	<p>Evidence “a tailored approach to support an individual’s behaviour should complement the school’s behaviour policy” Improving behaviour in school EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.” Life lessons. Sutton Trust</p>	<p>8, 9</p>
<p>Intended outcome 6 Monitor attendance and punctuality regularly in line with new attendance guidance. FSW and attendance lead to support identified families.</p> <p>Early help set up as required.</p> <p>Letters home to parents for identified children.</p>	<p>Evidence “the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the</p>	<p>8, 9</p>

<p>FSW and attendance lead to monitor attendance.</p> <p>Headteacher aware of any attendance issues. Weekly attendance reports analysed and acted on.</p> <p>Free breakfast club to support parents and punctuality.</p> <p>Attendance rewards</p> <p>Nurture provision targets PA PP pupils</p> <p>FSW to analyse PA make up across the school and develop more effective ways to involve these groups in the school community</p> <p>School council include attendance in their meetings and discuss ways to improve this.</p>	<p>role of TAs) Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE.</p>	
<p>Intended outcome 5</p> <p>Targeting PP children to attend extra-curricular activities.</p> <p>PP Pupil voice is captured in comparison to non PP pupil voice</p> <p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Monitoring of registers for the uptake of PP children to the extra-curricular activities.</p> <p>Subsidise and enrich curriculum including after school clubs and educational visits</p> <p>Holiday clubs offered during each school break</p>	<p>Evidence “Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages.” The Sutton Trust report</p>	<p>8, 9</p>

Total budgeted cost: £165,175

Externally provided programmes

Programme	Provider
NTP	Third Space
NTP	Targeted Provision
School led tuition	Internal staff

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.

Our internal assessments during 2021/22 suggests that the performance of disadvantaged pupils was higher than in the previous two, COVID affected years in key areas of the curriculum. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils (FSM and SEND), and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended pre 21/22. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy but most importantly our commitment to virtual teaching and our successful experimentation of blended learning. This year, despite some setbacks until March due to very high infection rates amongst our school population, our internal data attests that the catch up has started. Disadvantaged pupils in all year groups in all key areas of learning have made better than expected progress since COVID disruptions have become less severe. Those targeted by school led tutoring or tutoring through accredited providers through the NTP have made excellent progress this year. On average about a whole extra term's worth of progress has been made this year by our disadvantaged pupils in reading, writing and maths.

Overall attendance in 2021/22 was lower than at any point in the last 6 years at 91%. Absence among disadvantaged pupils was 0.5% higher than their peers, a gap smaller than in previous years. Attendance amongst disadvantaged pupils this year is higher than last year and that despite all COVID related absences this year counting as illnesses where they didn't last year. Persistent absence rates are very high at 41% for disadvantaged pupils (4.5% higher than non disadvantaged) again higher than any year previously. PA numbers are on a historic high because of a larger than normal number of unauthorised holidays during term times after travel restrictions eased, a large number of pupils not returning after last summer holidays without notifying the school of that fact and the large number of COVID related absences especially in the autumn and spring terms.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the last two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used

pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Maths tutoring	Third Space
English and Maths tutoring	Targeted Provision
Mental Health Support	Younger Minds

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 EEF recommended strategies around using metacognition.
- Embed a consistent approach for vocabulary enrichment as research shows that this is the largest barrier to achievement for disadvantaged pupils
- CPD for all staff in areas such as phonics as well as general early reading strategies.
- 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 why activity undertaken in previous years had not had the degree of impact that we had expected. We had also commissioned a pupil premium review to get an external perspective.

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 and contacted schools with high-performing disadvantaged pupils to learn from their approach.**

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 three-year approach and will adjust our plan over time to secure better outcomes for pupils.