

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2022, 2022 to 2023, 2023 to 2024 and 2024-2025 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	Dorothy Barley Junior Academy
Number of pupils in school	387 349 340 327
Proportion (%) of pupil premium eligible pupils	36.2% (funded on 140 pupils) 35.8% (funded on 125 pupils) 36.8% (funded on 125 pupils) 36% (funded on 118 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024/2025 2022 to 2025/2026 2023 to 2024 2024 - 2025
Date this statement was published	December 2021 September 2022 September 2023 Last review: December 2024
Date on which it will be reviewed	July 2022 July 2023 July 2024 December 2025
Statement authorised by	Cathy Leicester, Headteacher and Local Governing Body
Pupil premium lead	Lauren O'Connor and Kim Arrowsmith, Deputy Headteachers
Governor / Trustee lead	Carole Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,300
	£173,125
	£180,420
	£174,640
Recovery premium funding allocation academic year	£18,748

	<p>£20,982</p> <p>£20,729</p> <p>£0</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p>
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£207,048</p> <p>£194,107</p> <p>£202,604</p> <p>£174,640</p>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our overarching aim and intention is to use a holistic approach which considers the needs of all disadvantaged pupils at DBJA to ensure the best possible outcomes for them across all subject areas. The focus of our strategy is to support disadvantaged pupils achieve this, including our more able pupils.

Dorothy Barley Junior Academy is larger than the average-sized primary school in Dagenham. According to the January 24 census 36% of primary pupils are eligible for the Pupil Premium Grant. 39% of pupils have English as a first language. There are 42 languages other than English spoken by the children at the school. The largest language group is English, 39%, followed by Bengali 9%, Urdu 8%, and Romanian 6%.

The school has a 12 place Additional Resource Provision called the Learning Centre (currently 12 places are filled) which serves Moderate & Severe Learning Difficulties. 18% of children have Special Educational Needs. SEMH, MLD and SLCN are the main areas of need. The school has seen an increase in the % of SEND children over the last four years (historically usually around 10% of the school population). 18 children have an EHCP in place. The school has also seen an increase in overall mobility in the last four years and deprivation remains high.

We have high aspirations and ambition for all of our children, and we are determined to ensure that they are given every chance to realise their full potential. We believe that ensuring all children receive a daily diet of at least good teaching is at the heart of our approach with a focus on our disadvantaged pupils, while sustaining our non-disadvantaged pupils' attainment.

The Pupil Premium Grant has been ring-fenced and will be used to benefit all pupil premium pupils and pupils that have been identified in need of 'recovery' through targeted support. Our approach will be based on the findings from robust ongoing, evidence-based, data analysis.

We have established clear lines of responsibility with a member of the senior leadership team and a link governor taking responsibility for Pupil Premium. To ensure effective practice we will:

- Providing short term intervention programmes for underachieving pupils and those with SEND (Special Educational Needs and Disabilities).
- Providing additional adult support for pupils in Year 6.
- Providing 'School- Led' Tutoring [across the Years 3-6](#).
- [To increase numbers of School-Led Tutors to provide tutoring and continue the model using PPG funding for 2024-2025.](#)

Providing new resources that will support learning and teaching in and out of the classroom.

Providing consistent PWO support.

Providing part time Therapeutic Counselling support for pupils.

Providing online learning materials for Reading and Mathematics (available 24/7) from outside the school network.

Making sure that all children have full access to a daily diet of at least good teaching.

Ensuring adults are deployed effectively to support those children most 'in need'.

Providing relevant CPD in a carefully planned INSET schedule

Developing strategies to target poor attendance and encourage at least good attendance.

To target the PPG pupils that are persistent absentees (PA) year-on-year

To target PPG pupils and their families that are in need of food from our community fridge, clothes from our 'pre-loved' donations and provide them with relevant resources.

To continue with the above initiatives. To ensure support and interventions led by HLTAs, Year Group Leads and members of SLT are data driven and focused on those children who are working below the level of their year group. As a school, we will be developing our approach to Adaptive Teaching in order to ensure all children, especially the most disadvantaged are able to succeed in accessing the curriculum and, therefore, make accelerated progress. Identify, track and provide effective support for 'key marginal children who we expect to get to ARE' and other specific groups identified through progress reviews e.g. PK & GD children).

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data last year indicates that attendance among disadvantaged pupils was 4.3% lower compared to our non-disadvantaged pupils.</p> <p>Our pupil progress meetings, assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Although school has diminished the difference, during the academic year 2021-2022 our attendance data indicates that attendance among disadvantaged pupils was 1.2% lower than our non-disadvantaged pupils. Continues to be a focus next year.</p> <p>Although school has diminished the difference further, during the academic year 2022-2023 our attendance data indicates that attendance among disadvantaged pupils was 0.82% lower than our non-disadvantaged pupils. Continues to be a focus next year.</p> <p>This academic year, we will continue to focus on raising the attendance of our disadvantaged pupils, as it is still below that of non-disadvantaged pupils. We are working with the Attendance Hub at Tidemill Academy on strategies to improve attendance.</p>
2	<p>Assessments indicate that combined attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>The sets of KS2 reported data for 2021-22 and 2022-23 show that our non-disadvantaged pupils perform between 6% and 17% better compared to our disadvantaged pupils.</p>

	<p>The latest KS2 results (2022) show that PPG pupils in Year 6 outperformed Non- PPG Pupils in every subject and although we diminished the difference in Year 6, assessments indicate that combined attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Year 3-5. Continues to be a focus next year.</p> <p>The latest KS2 results (2023) show that Non- PPG pupils in Year 6 outperformed PPG pupils in all subjects. This was the same across Years 3-5 in every subject, except for Reading in Y4. Continues to be a focus next year.</p> <p>The latest KS2 results (2024) show that PPG pupils in Year 6 outperformed Non -PPG pupils in Writing and Maths. In Year 3, PPG outperformed Non PPG in all subjects. In Year 4, Non PPG outperformed PPG in all subjects and in Year 5 PPG outperformed Non PPG in all subjects.</p> <p>Validated Y6 data: at DBJA 39% of the 2023-2024 cohort were disadvantaged (higher than the school overall at 36%). The % of PPG pupils reaching combined ARE was 64% (higher than the overall % of combined ARE of 61%) with 3% of PPG children attaining the higher standard (all pupils at GD was 4%).</p>
3	<p>Pupil voice discussions and observations have shown that the impact of Covid-19 and school closures on all PPG, those identified in need of 'recovery' and those PPG pupils with multiple vulnerabilities has been significant. These findings are supported by national studies.</p> <p>Continues to be a focus next year.</p> <p>DBJA's vulnerability register shows an increase of the amount of vulnerabilities since before the pandemic for PPG children. Continues to be a focus next year.</p> <p>Continues to be a focus this year.</p>
4	<p>There is a higher than national average number of children born into poverty in the borough (34%) and therefore a high % of disadvantage pupils compared to the national 17.3%.</p> <p>Continues to be a focus next year.</p> <p>Continues to be a focus next year. Community Fridge introduced at the end of the last academic year following the School's Sustainability focus. Pre-loved school uniform and milk to be continued to be offered to all pupils.</p> <p>Continues to be a focus this year.</p>
5	<p>The mental health needs have always been significant in the borough but have increased due to the pandemic. Our observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by school closures. Continues to be a focus next year.</p> <p>Continues to be a focus next year, including our children that we consider to be Young Carers.</p> <p>Continues to be a focus this year, as we have noticed an increase in Mental Health and SEMH issues amongst our most disadvantaged children. Several have been given places in alternative provision as a result of this. Some are still struggling to have full access to these provisions.</p>

6	<p>The lack of parental engagement with education, especially during the pandemic, and engagement with other support services presents significant challenges. <b>Continues to be a focus next year.</b> <b>Continues to be a focus next year.</b></p> <p><b>Continues to be a focus this year.</b></p>
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## Intended outcomes

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

Intended outcome	Success criteria
All teachers' expectations are consistently high and reflect explicit differentiation and challenge	<ul style="list-style-type: none"> <li>- Lesson observations and book looks demonstrate high expectations from staff for all pupils, with a focus on PPG pupils and any pupils identified for 'recovery'.</li> <li>- Pupil Progress Meetings have a section dedicated to PPG pupils and children identified for 'recovery' and how their</li> </ul>
<p>(To continue)</p> <p>(To continue next academic year)</p> <p>(To continue this academic year)</p>	<p>needs are going to be addressed through differentiation and challenge.</p> <ul style="list-style-type: none"> <li>- PPG pupils and children that are identified for 'recovery' are engaged in their learning (using Pupil and Parent voice to capture)</li> <li>- Lesson planning demonstrates that all the needs of PPG children are being met</li> <li>- <b>New curriculum introduced with a focus on vocabulary development</b></li> <li>- <b>School vulnerability register created and shared with all staff</b></li> <li>- <b>Pupil Voice groups are taken out by every subject leader, including foundation subjects, with a focus on PPG pupils to ensure that they are all accessing the curriculum.</b></li> <li>- <b>Improved oral language skills and vocabulary among disadvantaged pupils.</b></li> <li>- <b>This year, we intend to develop our approach to Adaptive Teaching in order to ensure that all children are fully supported to engage with the relevant learning for their year group. We will also be updating our Maths overviews and pedagogical approaches to bring us in line with the current version of the White Rose scheme. We believe this will raise standards in Maths for all children, but especially our most disadvantaged.</b></li> </ul>



<p>Robust monitoring and evaluation of interventions and assessment across all subjects with a focus on tackling the gaps of PPG pupils and pupils identified for 'recovery'.</p> <p>(To continue) (To continue next academic year) (To continue this academic year)</p>	<ul style="list-style-type: none"> <li>- Interventions groups are kept small to allow for individualised learning plans (use PLCs from PiXL)</li> <li>- Intervention plans are shown to address the individual pupils needs.</li> <li>- Pupils identified for interventions make good progress based on their starting points (using TA and Test outcomes)</li> <li>- Online resources are used to support learning to engage pupils.</li> <li>- Data analysed to ensure that all non- SEN* PPG pupils are accessing School – Led Tutoring if they are not performing at ARE. *Other bespoke interventions put in place for our SEN pupils</li> <li>- PPG data analysis added into data drops in CPD cycle for teachers to analyse and have better understanding of.</li> <li>- Year group leaders and Subject Leads, with support from designated members of SLT, to develop a better understanding of the PPG data in order to make PPM meetings more impactful.</li> </ul>
<p>PPG pupils and pupils identified for 'recovery' are making at least good progress from their individual starting points in all subjects to address lost learning resulting from the pandemic.</p> <p>(To continue next academic year) (To continue this academic year)</p>	<ul style="list-style-type: none"> <li>- Pupil attainment shows an increased % at ARE across all year groups and core subjects. (To continue next academic year)</li> <li>- Differences diminish between PPG and Non-PPG pupils' attainment and progress. (To continue next academic year).</li> <li>- Pupils that are identified as underachieving are targeted for intervention or 'School- Led' Tutoring (initially Year 6) (Achieved, the plan is to roll out School – Led Tutoring to Years 3-6)</li> <li>- School Led Tutoring takes place across Years 3-5 consistently.</li> <li>- Whole- School reading focus to promote the love of reading and provide PPG children with a wide variety of books and reading opportunities. As a result, PPG pupils taking part in Phonics interventions decrease and they are accessing our Destination Reader lessons.</li> <li>- KS2 outcomes are at least in line with National and Non- PPG pupils' performance in the KS2 tests (partially achieved as PPG outperformed Non- PPG pupils in the latest KS2 tests in</li> </ul>

	<p>every subject) (KS2 Data for 2023, shows that PPG children were not in line with National, to continue next academic year)</p> <p>At DBJA 39% of the 2023-2024 cohort were disadvantaged (higher than the school overall at 36%). The % of PPG pupils reaching combined ARE was 64% (higher than the overall % of combined ARE of 61%) with 3% of PPG children attaining the higher standard (all pupils at GD was 4%).</p>
<p>Attendance for PPG pupils and those that are identified as needing 'recovery' are in- line with Non- PPG pupils.</p> <p>(To continue next academic year)</p>	<ul style="list-style-type: none"> <li>- Attendance for PPG pupils and those identified as needing 'recovery' is in line with school expectations for all pupils (96%)</li> <li>- Daily SLT absence calls are having an impact on attendance and any PA PPG children e.g.</li> </ul> <p><u>Child A:</u>  Cumulative attendance 2022 – 2023: 89.4%  Cumulative attendance by end of Summer 2024: 100%  Since 1/9/2024: 98.4%</p> <p><u>Child B:</u>  Cumulative attendance 2022 – 2023: 67.4%  Cumulative attendance by end of Summer 2024: 81.6%  Since 1/9/2024: 75.8%</p> <p><u>Child C:</u>  Cumulative Attendance 2023-24: 86.8%  Since 1/9/2024: 93.8%</p> <ul style="list-style-type: none"> <li>- PPG and recovery pupils attendance is robustly tracked (achieved – see attendance action plan)</li> <li>- The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. (achieved – last year it was 4.3%, this year it is 1.2%) (achieved last academic year 0.82%) (PPG data still not in line with National)</li> <li>- Last year, the gap widened to 2.7, as we now have more SA pupils than previously. The school is working with the Attendance Hub on this.</li> <li>- Data at Autumn 2 2024-2025 shows no SA children although attendance of PPG continues to be a focus this year.</li> </ul>

<p>Achieve national average progress scores in KS2 Reading, Writing, Maths and Combined.</p> <p>(To continue next academic year)</p>	<ul style="list-style-type: none"> <li>- KS2 outcomes are at least in line with National and Non- PPG pupils' performance in the KS2 tests.</li> </ul> <p>(Partially achieved – Year 6 PPG pupils outperformed Non- PPG pupils in the KS2 tests but were not in line with National) (2023 data shows that KS2 outcomes were not in line with National or Non- PPG but the gap had diminished from 2021-2022 – to continue next academic year)</p> <p>(See 2024 KS2 previous notes on data)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>- Sustained high levels of wellbeing are demonstrated by qualitative data from student voice, student and parent surveys and teacher observations (achieved through evidence in Pupil Voice)</li> <li>- PPG specific Pupil Voice to ensure wellbeing of these pupils</li> <li>- PiXL Resources used to support Wellbeing.</li> <li>- Priority is placed on taking part in Children's mental health week.</li> </ul>

<p>(To continue next academic year)</p> <p>(To continue next academic year)</p>	<ul style="list-style-type: none"> <li>- School Counsellor priorities placed on PPG pupils.</li> <li>- Community Fridge introduced and PPG pupils given priority.</li> <li>- School Sustainability focus.</li> <li>- Pre-loved school uniform, milk offered to all PPG pupils.</li> <li>- Young Carers and children with allocated social workers are monitored and supported by the school.</li> </ul> <p>Above will all continue this academic year, with a renewed focus on Thrive groups and training two key members of staff to deliver the principles of Thrive (SENDCo and a TA).</p>
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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: £105, 125

Budgeted costs: £91,325

Budgeted costs: £95,785

Budgeted costs: £97,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Staff to engage in the following CPD:</p> <ul style="list-style-type: none"> <li>- how to analyse data, understanding how to use data to identify gaps and to meet the needs of all pupils in class (to continue) (to continue this academic year) (to continue this academic year)</li> <li>- O Track and PiXL training to be sourced externally empowering staff to use resources effectively to support children (achieved as evidenced in School – Led Tutoring data-please see end of document) (to continue this academic year) (to continue this academic year)</li> <li>- Adaptive teaching , assessment and challenge (Maths Mastery) for ECTs. (no ECTs this academic year) (one ECT this academic year)</li> <li>- Peer Practice Development/ Team Teaching to improve teaching practice across the school (achieved but to continue this academic year)</li> </ul>	<p>Data analysis provides reliable evidence into the specific strengths and weaknesses of each pupil to ensure that they receive the correct additional support through interventions and teacher guidance.  <a href="#">EEF Assessing and Monitoring Pupil Progress</a></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year and will therefore have an impact on pupil attainment.  <a href="#">EEF Mastery Learning</a></p> <p>Effective professional development is crucial in improving children’s outcomes:  <a href="#">EEF Effective Professional Development</a></p>	<p>2, 3 and 4</p>
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<p>Embedded into the M&amp;E cycle this year (to continue this year with focus on Adaptive teaching)</p> <ul style="list-style-type: none"> <li>- P4C Training</li> <li>- Adaptive Teaching (to continue this academic year to ensure that all pupils are catered for and make progress)</li> <li>- Vulnerability tracking CPD</li> <li>- Mental Health Training for staff</li> <li>- ACEs and De-escalation Training from the borough</li> <li>- Team Teach Training</li> <li>- Reading focus from The Trust to focus on fluency, particularly focusing on PPG children accessing phonics.</li> <li>- Training from the Trust on Adaptive Teaching</li> <li>- Release and support for continued development of key leaders by the Trust in Reading, Writing, Maths and Adaptive teaching.</li> </ul>	<p><u>The EEF states that:</u> Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p>	
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<p>Purchase of resources and use of staff INSET to include training to secure stronger teaching for all pupils in the following areas:</p> <ul style="list-style-type: none"> <li>- Destination Reader. Year Group sets of Destination Reader resources to complete whole school resources</li> <li>- Maths Mastery. Additional manipulatives for maths lessons (1 set per class) and Maths Rock Stars app to support times tables and homework</li> <li>- CGP resources and workbooks for pupils in Year 6</li> </ul> <p>In order for the above to be embedded, funding will also cover further release time for leaders and teachers.</p> <p>(to continue)</p> <p>(to continue)</p> <p>(to continue plus):</p> <ul style="list-style-type: none"> <li>• Little Wandle Resources (including SEND package) for new phonics scheme that is rolled out across school. (approximately 40% of each phonics recovery group are PPG pupils last year). This is to include decodable books suggested by Ofsted this year.</li> <li>• White Rose resources for the latest version of the scheme to be fully rolled out across the school including the workbooks.</li> </ul>	<p>Evidence shows that reading comprehension strategies have a high impact on progress, on average more than 6 months.</p> <p>The Destination Reader approach reflects the key findings in the EEF Teaching and Learning Toolkit. It uses a text at the appropriate level of difficulty, to provide appropriate context to practice the required skills. It is designed to engage the children with the text and provide enough challenge to improve reading comprehension.</p> <p><a href="#">EEF Reading Comprehension Strategies</a></p> <p>To provide further opportunities for homework which will impact on pupil engagement. The impact of homework is positive with an increase of 5 months progress on average. Providing the children with resources and an app that can be completed at home and which involve parents in a fun and engaging way will encourage engagement. This will also lead to further progress and have a high impact on knowledge. In addition, parental engagement has a high impact of at least 4 months additional progress across an academic year.</p> <p><a href="#">EEF Homework</a></p>	<p>2, 3, 4 and 6</p>
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	<a href="#">EEF Parental Engagement</a>	
	Maths Mastery as above.	
<p>Improve the quality of social and emotional (SEL) learning</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>(to continue)</p> <ul style="list-style-type: none"> <li>- To train staff on embedding the well-being PiXL resources into the curriculum</li> <li>- Further work on DBJA's vulnerability register and training for staff on how to deal with vulnerable pupils in their teaching.</li> </ul> <p>To continue</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviours and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	4 and 5

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

Budgeted cost: £41,445

Budget: £62,425

Budgeted costs: £65,895

Budgeted cost: £66,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Our 'School- Led' Tutoring programme to focus on PPG pupils and those whose education has been most impacted by the pandemic and who are at risk of underachieving.</p> <p>(This has been achieved in Year 6 and due to the successful results of the pupils that have accessed the School- Led Tutoring in Year 6 (data at the end of the report) we are to</p>	<p>Research shows that the average impact of small group tuition is four additional months' progress, on average, over the course of a year. Using adults that work within our school who have already had the opportunity to work closely with the identified children, means they will know their needs better than external providers. This will therefore have greater impact on attainment and</p>	<p>1, 2, 3, 4, 5 and 6</p>
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<p>extend the provision across the rest of the school. Costs to cover training of additional School- Led Tutors and their cover in the next academic year)</p> <p>(This will be continued into this academic year and more School – Led tutors to be trained)</p> <p>School Led tutoring funding does not exist for this academic year , so the focus will be on Adaptive Teaching and targeted interventions driven by data and targeted at the most needy. However, the principles of the tutoring model will continue through the use of TAs &amp; teachers to deliver targeted intervention SALT, FirstClass@Number, Phonics, Y6 and Y4 boosters) .</p>	<p>progress as schools have more ownership of the content delivered. The ‘School- Led’ Tuition is planned around the specific gaps for the identified children and therefore the individual needs of these children will be met leading to ARE increases.</p> <p><a href="#"><u>EEF Small Group Tuition</u></a></p> <p>The pupils will have a good relationship with staff members which will encourage good attendance and engagement with the programme.</p>	
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<p>Additional Team Teaching/ booster/ resources and interventions in Year 6 to be planned that include Easter Booster plus DHT, SENCo and Class Teacher led afternoon rapid response, find 'n' fix sessions.</p> <p>(This will be continued this academic year) (This will be continued this academic year)</p> <p>Year 3-5 TA Year Group support for additional interventions including: Dyslexia screening, Phonics, Fresh Start, PiXL therapies, Maths boosters and Interventions, includes rapid response, find 'n' fix, writing boosters and interventions.</p> <p>(This will be continued this academic year)</p> <p>Interventions and impact documented through case studies. (This will be continued this academic year) (This will be continued this academic year)</p> <p>Children discussed in PPMs and identified and the following put into place</p> <ul style="list-style-type: none"> <li>- Ensuring enough time for adults to support small groups and to provide cover where necessary</li> </ul>	<p>The EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>The interventions that will take place will be monitored and data analysed to ensure good practice and progress across all interventions as stated above, data analysis is integral to ensure rapid progress.</p> <p><a href="#">EEF Assessing and Monitoring Pupil Progress</a></p> <p>The pupils will have a good relationship with staff members which will encourage good engagement with the programme.</p> <p><a href="#">EEF Teaching Assistants Interventions</a></p> <p><a href="#">EEF Making Best Use of Teaching Assistants</a></p>	<p>1, 2, 3, 4, and 6</p>
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<ul style="list-style-type: none"> <li>- SLT to monitor the timetabling of interventions and resolve any conflicts or issues.</li> <li>- Staff skilled in particular interventions leads to high quality practice</li> <li>- Adults within school have had the opportunity to work closely with identified children and will know their needs thoroughly.</li> <li>- Ability for more fluid groups that change daily and meet emerging needs.</li> <li>- Adults having ownership of content delivered</li> </ul> <p>(to continue)</p> <p>(This will be continued this academic year)</p> <p>(This will be continued this academic year)</p>		
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<p>PPA timetabled so that staff can plan Skills Based Learning recovery sessions collaboratively. Planning to be tailored in order to meet the needs of the PPG pupils and those that have been identified in need of 'recovery' within their class and Year Group.</p> <p>SBL to occur across all year groups in the afternoon three times per week on a weekly rota of Reading, Grammar and Maths.</p> <ul style="list-style-type: none"> <li>- Targeted support tailored to the needs of the identified pupils.</li> <li>- Focused planning on skills that build to fill gaps in order demonstrate at least good progress</li> <li>- Small guided group work with identified pupils</li> <li>- Data analysed and used to support planning</li> </ul> <p>Funding for release time for subject leaders, teaching staff and support staff.</p>	<p>EEF's guidance report into 'Effective Professional Development' states that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Information sharing and sharing good practice leads to quality planning where:</p> <ul style="list-style-type: none"> <li>- Gaps are shared and discussed in order to fill them</li> <li>- Staff are aware of pupils needs and how to meet them</li> <li>- Subject leaders are able to focus their planning support where necessary for best practice</li> <li>- Staff that need further guidance are released in order to get this tailored support</li> </ul> <p><a href="#">EEF Effective Professional Development</a></p> <p><a href="#">EEF Assessing and Monitoring Pupil Progress</a></p>	<p>2, 3, 4 and 6</p>
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<p>(Due to our data analysis, our SBL sessions across the school ceased in Spring Term, with the exception of Year 4. All of the above continued with these children until the summer term)</p> <p>(Swimming 'Catch-Up' was provided for all pupils as sessions were missed during school closures)</p> <p>(This is being covered through the interventions in the box above)</p> <p>(Planning to be tailored to meet the needs of the PPG pupils within their class and Year Group, based on data analysis, to continue into next academic year)</p> <p>(Planning to be tailored to meet the needs of the PPG pupils within their class and Year Group, based on data analysis, to continue into this academic year. Adaptive teaching will be developed to support this with all levels of staff trained in a rolling programme)</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £60, 480

Budget: £40, 360

Budgeted costs: £29,000

Budgeted costs: £10,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure subsidised Education Visits, Activities and Enrichment (Trips, Clubs inc breakfast and after school) are available for PPG pupils.</p> <p>(to continue and to develop alongside the National School's Breakfast Programme)</p> <p>(Trips, Clubs including breakfast and after school clubs to continue to be available for all PPG children this academic year)</p> <p>(Trips, Clubs including breakfast and after school clubs to continue to be available for all PPG children this academic year. Funding challenges will not be a barrier, as we will look to host educational visits and workshops in school, as this has been found to be cost effective)</p>	<p>By doing this it:</p> <ul style="list-style-type: none"> <li>Encourages good attendance</li> <li>Improves mental health of the pupils</li> <li>Improves forming good friendships</li> <li>Improves behaviour of classes and individuals (less low-level class disruption)</li> <li>Improves in parental engagement with the school</li> </ul> <p>Links to all evidence included in sections above.</p>	<p>1, 3, 4, 5 and 6</p>

<p>Ensure Inclusion Team continue to support children with multiple vulnerabilities (PPG+). This includes:  2 x Pupil Welfare  School Counsellor  Behaviour &amp; Attitudes Lead  SENCo</p> <p>(to continue)</p> <p>(to continue this academic year with School Counsellor priorities placed on PPG pupils)</p> <p>(to continue this academic year with School Counsellor priorities placed on PPG/school identified vulnerable pupils). Introduce new Thrive groups following training.</p>	<ul style="list-style-type: none"> <li>- Working on enrichment activities for those pupils identified leads to an improvement in attendance, mental health and pupil/parental engagement</li> <li>- Engaging with the families facing most challenges leads to an improvement in attendance, mental health and pupil/parental engagement</li> <li>- Working closely with the LA and Trust to look at new ways to engage families empowers staff and leads to improvements in attendance, mental health and pupil/parental engagement.</li> <li>- Sharing Vulnerable Register with staff in order to cater for multiple needs leads to better engagement from pupils.</li> </ul> <p>Links to all evidence included in sections above.</p>	<p>1, 3, 4, 5 and 6</p>
<p>To provide parents with workshops and resources to further support their child's learning, with a particular focus on engaging the parents of disadvantaged pupils</p> <p>(Due to an increase of cases in Covid – 19 during the last academic year, we were unable to host any of these – these workshops have been arranged for this academic year)</p> <p>(Parent workshops to continue this academic year, with the aim of more of an uptake from the school community)</p> <p>(Parent workshops will have more of a leadership focus and drive this academic year, with the aim of more of an uptake from the school community)</p>	<ul style="list-style-type: none"> <li>- Engaging with the families facing most challenges leads to an improvement in attendance, mental health and pupil/parental engagement</li> <li>- Providing resources and support on how to use them will help to improve pupil engagement in school and impact on progress</li> </ul> <p>Links to all evidence included in sections above.</p>	



<p>Further implement attendance procedures in order to improve attendance for disadvantaged pupils (Mentioned above)</p> <p>(This to continue this academic year and referenced in the attendance action plan)</p> <p>(This to continue this academic year and referenced in the attendance action plan)</p>	<p>Further embed principles of good practice as set out in the DfE's <a href="#">Improving School Attendance</a> advice</p>	<p>1 and 6</p>
<p>To re-establish behaviour management systems/pastoral support strategies across the school</p>	<p><a href="#">EEF Behaviour Interventions</a></p>	<p>5</p>

<p>following closure due to the pandemic through staff training.</p> <p>(Partially achieved, to continue)</p> <p>(This to continue this academic year and referenced in the behaviour policy)</p> <p>(This to continue this academic year and referenced in the behaviour policy)</p>		
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**Total budgeted cost: £207, 048**

**Total budgeted cost: £194, 107**

**Total budgeted cost: £202, 604**

**Total budgeted cost: £174,640**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

2022-2023:

### **Challenge 1: Attendance**

During the academic year 2022-2023 our attendance data indicates that attendance among disadvantaged pupils was 0.82% lower than our non- disadvantaged pupils, this has closed the gap from 4.3%.

This is due to continuing the new attendance strategy. As an example, a PPG PA child, who was suffering from anxiety, had the attendance of 77.4% before the new strategy and since the new strategy (and therapeutic support) had 100% attendance.

Punctuality had also improved for certain PPG children that were offered free breakfast club places. As an example, one pupil had 25 late marks and 39 absences in the academic year 2021- 2022. Once they had a free breakfast club place, this decreased to 6 late marks and only 9 absences in the academic year 2022- 2023.

This strategy to continue into 2023-2024.

2023-2024 update:

The gap between the attendance of PPG and Non PPG children widened this year to 2.7%. This has largely been due to the fact that 33.6% of our PPG children are also Persistently Absent. The attendance plan initially had an impact on this, but this impact has lessened over time. The school is currently working with the Tidemill Academy Attendance hub on strategies to address this. An update on will form part of the next report.

### **Challenge 2: Key Stage 2 Data**

The latest School Led Tutoring data (July 2023) shows that the amount of PPG pupils that went from underperforming to reaching ARE in Year 6 outperformed the Non- PPG Pupils in every subject. As a result of this, we have trained two more tutors to deliver sessions this academic year. There will be a total of five School-Led Tutors delivering tutoring across Years 3-6.

### **Challenge 3: Impact of school closures:**

Our vulnerability register shows an increase in the amount of vulnerabilities since before the pandemic for PPG children. We have delivered staff training in ACEs and Pupil Voice targeting PPG children, with multiple vulnerabilities, has shown a decrease of behaviour incidents by 46%. (See behaviour tracking) This has had a significant impact and we would like this to decrease further in the next academic year.

### **Challenge 4- 5: Mental Health Needs of the Community and Parental Engagement**

There was an increase in families accessing Early Help from previous

academic years. We also increased the offer that we provided of our in-school counsellor from previous academic years due to referrals made. Due to the increase in funding for our community fridge, we have noticed an increase in parental engagement with the school in Open mornings, parents evenings and after school events. We would like this to increase even further in the academic year 2023-2024.

**2023-2024 update:**

The challenges noted above continue with the number of families being referred to Early Help, CAMHS and GP services increasing. Though parental engagement in initiatives such as the Community Fridge remains high, there is not the same engagement in workshops around academic matters such the Year 4 MTC or subjects such as Online Safety. Leadership are taking deliberate action to ensure this is a focus this year (2024-2025)

## 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
NTP	Protocol Education
SLT	In – School Tutors
SLT	In – School Tutors
Continued tutoring model	In-school support from trained support staff to deliver sessions using the PPG funding.

*As of 2024 -25, the National Tutoring programme no longer exists.*

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A