



Summerbank Primary Academy Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils (at census)	Autumn 2023 - 50%
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (3 year plan in place – separate document) This statement covers year 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Clare Pearson
Pupil premium lead	Clare Pearson
Governor / Trustee lead	Michael Fair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,000
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£296,000

Part A: Pupil premium strategy plan

Statement of intent

At Summerbank Primary Academy we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible and successful citizens of the future

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

When making decisions about using Pupil Premium funding we consider the context of our school, the challenges faced and research conducted by the EEF.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and 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
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts

- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Support pupils to access a wide range of opportunities to develop their knowledge and understanding of the world (cultural capital)
- Support families with a view to ensuring children’s needs at home are met

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of children achieve below age related expectation on entry to Nursery / Reception. This is particularly evident in their social, emotional and communication skills.
2	Many children have underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics attainment among disadvantaged pupils is below that of non-disadvantaged pupils (75% v 83%), within the non-disadvantaged this also includes 3 children who arrived new to the country just before the test and who are likely to be classed as PP in future years. This negatively impacts their development as readers.
4	Reading, Writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at KS2. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Higher than average proportion of children within school are new to English or with EAL (55% in school compared to 19% nationally). Studies show that it takes 6 years for someone with EAL to acquire levels of language that are equivalent to that of a first language speaker. This impacts on children’s ability to access the curriculum.
6	Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils. Disadvantaged pupils also make up a higher proportion of Persistently Absent pupils compared to their peers.
7	Stability – proportion of children making moves between schools higher than national. This disruption in schooling impacts on attainment

8	High deprivation factor / poverty (quintile 5 – most deprived). Economic barriers prevent children from accessing resources/limit engagement in activities which impacts on learning. Routines/Environment at home may not be conducive to learning (home reading, homework, spelling and having the correct equipment in school e.g. PE kit). Opportunities outside school can be impacted by finances (life experiences, access to books). Economic factors impact on ability to develop ‘cultural capital’
9	Some pupils are not always ‘ready to learn’ (being in a secure place mentally, physically and emotionally) on arrival to school. Chaotic family lives which may include social service involvement impacts on this.
10	Children come from a range of different cultures which can have different views/experiences around schooling . There are also a range of different commitments for families outside the school day linked to culture/religion.
11	Parents are willing but some do not always have the skills/time themselves to support their child in learning at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023-2026)**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
A	High quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils The needs of all children are met. All classes are taught by a ‘good to outstanding’ teacher by the end of year 3 of the strategy.	<p>Learning in all lessons is observed to be at least good.</p> <p>The gap between PP attainment and National All Pupil attainment diminishing at key national data points.</p> <p>Ongoing monitoring (book study/learning outcomes) demonstrates that children are making at least expected progress</p> <p>Pupils achieve (or exceed) expected levels in GLD, Phonics, Reading, Writing, Mathematics, SPaG related to their individual start levels.</p>
B	Teaching of Early Reading is a strength of the school. Writing is taught through a consistent approach that supports	Learning is effective. It ensures good progress and retention, particularly in Reading and Phonics this is identified by ongoing monitoring and the analysis of outcomes.

	progression and embedded learning. Children's vocabulary and comprehension are well developed.	
C	Disadvantaged pupils receive high quality provision in all areas of the curriculum, particularly those areas where limited resources in the home may lead to disadvantage	<p>Ongoing monitoring (book study/learning outcomes) demonstrates that children are making at least expected progress in these areas</p> <p>High quality resources ensure children engage in rich learning activities</p> <p>Teaching staff have a high level of subject knowledge and use this to adapt teaching and learning to meet needs</p>
D	Robust support for children falling behind in phonics and communication skills is in place which accelerates learning.	<p>Impactful oral language development strategies are in place for children not currently operating at age-related expectation.</p> <p>Children in the lowest 20% of attainment for reading receive additional catch-up support to support accelerating their progress.</p> <p>EAL pupils make good progress against metal levels.</p>
E	Children working below their age-expectation in English and Maths receive tuition appropriate to their needs, filling gaps in learning and supporting progress	<p>Pupil progress meetings identify target children working significantly below age-expectation for whom their year group curriculum is failing to meet needs even with adaptive teaching and targeted support and curriculum put into place, these children receive additional tutoring</p> <p>Children receiving small group tuition make expected or better progress from their starting points</p>
F	Children with identified SEN and EAL needs receive intervention that supports them at the point of learning both in the classroom and through withdrawal where appropriate	<p>Children's SEND records indicate that those targeted for classroom intervention are receiving the identified support and this is impacting on achievement</p> <p>EAL pupils receive support to engage with the broad curriculum as well as language instruction. This impacts on progress made.</p>

	Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.	
G	Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.	<p>Pupils are ready to learn in class.</p> <p>The number of interventions at the point of learning are reduced</p> <p>Children demonstrate resilience and understand the importance of good wellbeing (mental and physical)</p>
H	Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital and an understanding of the opportunities available to them	<p>Opportunities for pupils to broaden their horizons and knowledge and understanding of the world</p> <p>Pupils attend events/visit places they would not usually be exposed to</p> <p>Pupils are confident and highly engaged in wider opportunities.</p> <p>Pupils have a good understanding of potential careers and how schooling contributes to this</p>
I	<p>The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</p> <p>Extended offer of in place of learning opportunities for parents offers a range of academic/personal development/parenting opportunities</p> <p>Pupil attendance is not a barrier to their learning</p>	<p>Parental uptake of opportunities in school to participate in shared learning with their children is increasing</p> <p>Parents are willing to engage with support agencies</p> <p>Increased attendance for targeted groups.</p> <p>The gap between achievement of children with lower attendance and those with 96%+ attendance is reduced</p>

Our Trust curriculum aims are to.....	For our disadvantaged children, this means..
Be purposeful, enjoyable and celebrated	Fair access to learning opportunities and celebrates pupils' strengths and successes.
Encourage curiosity and engagement	Promoting experiential learning opportunities.
Meet the diverse needs of our children and our communities	Through quality first teaching and high expectations, we promote a knowledge of society and the world around our children.
Promote Collaboration	Positive partnerships with parents, community, businesses and stakeholders.
Inspire collaborative, creative , critical and caring thinking	Enabling a holistic approach to development, ensuring pupils have a skills' set that provides life choices and life chances.
Instil knowledge, skills and understanding	Teachers promote opportunities for pupils to engage in assessment processes that capture their learning at the same time as harnessing their ability to self-manage and be resilient.
Generate confident communicators	Developing pupils' oracy and language skills, and promoting active pupil voice and reflection.
Have characteristics of effective learning	Teachers knowledge of pupils informs their practice and ensures a development of the learners' wider thinking and reasoning skills.
Be ambitious for all learners	All staff and governors have aspirations for our pupils that have no boundaries.

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.

Tier One: Teaching

Total Budget: £80.883

Activity	Evidence that supports this approach	Challenge(s) Addressed
Develop and embed teaching approaches that ensure learning is adapted to meet pupil needs (including EAL, SEND) including effective use of formative and summative assessment and retrieval practice		
Whole staff and teacher CPD develop an understanding of: <ul style="list-style-type: none"> • spaced learning • strategies to manage cognitive load • dual coding – especially linked to vocabulary • formative assessment strategies and responses • retrieval practice (including vocabulary) 	<p>High quality teaching is the foundation for progress for all learners. It is believed that the difference between poor teaching and highly effective teaching equates to just under half a year's extra progress for most learners. The effects of high quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011).</p> <p>EEF Research Summary 'Cognitive Science Approaches in the Classroom: A review of evidence' (July 2021)</p>	1, 2, 3, 4, 5, 9
Teacher appraisal to focus objectives around overcoming barriers to learning	Great Teaching Toolkit Evidence Review (June 2020) 'Activating Hard Thinking - Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level...Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students;	
Continued role of Assessment Lead to drive improvement in practice – formative, summative,	using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately'	

<p>standardisation and moderation of standards</p>	<p>Effective Professional Development Guidance Report (EEF) ‘High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts’</p>	
<p>SENCo/EAL Leads to provide support to Class teachers on inclusive practice to target needs</p>	<p>EEF: Assess, adjust, adapt – what does adaptive teaching mean to you? (July 2021) https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</p> <p>The Bell Foundation: Effective Teaching of EAL Learners ‘Bilingualism and multilingualism are an asset – the ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are New to English or not. Learners actively use the languages they already know to learn English. Cognitive challenge should be kept appropriately high – high expectations around cognitive challenge should be maintained. Access to the curriculum is needed, but this does not imply the “dumbing down” of the content. For example, a learner from Greece might be highly skilled at Maths but using English as the language of instruction might be preventing them from engaging fully in the Maths lessons in England.’ Effective Teaching of EAL Learners - The Bell Foundation (bell-foundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 9</p>
<p>Reading, writing and communication approaches support children in making good progress and accelerating from their starting points</p>		
<p>Whole school CPD for teaching of writing - Revisit and develop school approach to writing to secure consistency and support progression – coaching for identified year groups – using Talk for Writing Approach</p> <p>Revisit and develop school approach to writing introduced 22/23 to secure consistency and support progression – coaching for</p>	<p>Over time, compared to Reading and Mathematics at KS2, children attain less well in Writing. Reading, Mathematics and SPAG results are well above national expectation whereas writing is in line with. At Summerbank the most challenging subject to teach through remote learning was writing. The pandemic increased the attainment gap between disadvantaged and non-disadvantaged children both at Summerbank and nationally.</p> <p>Talk For Writing is an approach which is for all children, but it is especially for children who do not come from a language rich home.</p> <p>Building vocabulary: Children build a bank of quality vocabulary and learn to use it in different text types and genres.</p> <p>Building confidence: Children gain confidence to write their own texts, including narratives, reports, and instructions.</p> <p>Internalizing language structures: Children learn to internalize language structures through "talking the text" and close reading.</p>	<p>1, 2, 3, 4, 5</p>

<p>identified year groups – integrate into Talk for Writing</p>	<p>Developing creativity: Children develop the ability to write creatively and powerfully.</p> <p>Improving writing ability: Children gain an understanding of the structure and elements of written language.</p> <p>Developing oral language skills: Children expand and develop their oral language skills.</p> <p>Providing opportunities for students with learning and language difficulties: T4W can help students with learning and language difficulties develop stronger writing skills.</p>	
<p>Embed DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils (this is the third year of the programme)</p> <p>Apply fluency learning from RWI to whole school approach to reading</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Evaluation has found that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme.</p> <p>EEF</p>	
<p>Embed effective use of AR reading across younger year groups for children that have completed RWI</p>	<p>The EEF’s Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. EEF</p>	
<p>Enhanced Curriculum provision through specialist teaching and high quality resourcing</p>		
<p>Embed Teach Computing Curriculum. Update hardware/software to support</p> <p>Taught by Computing Specialist</p>	<p>Disadvantaged pupils have less opportunities to engage in learning beyond school in the form of joining clubs and teams. Therefore it is essential they get the opportunity to engage with advocates of subjects who have a high level of learning in that area themselves, this is particularly true of areas such as MfL, Music, Computing and PE.</p> <p>The power of music to change lives A National Plan for Music Education (DfE 2022)</p>	<p>4, 8, 11</p>
<p>Embed MfL Scheme (Spanish) to secure progression and updated</p>		

assessment approach in line with this. Native Spanish speaker to deliver in Y3-Y6	
PE Specialist to model teaching of gym with class teachers. Support CPD of class teachers through spaced learning. Teachers to put in place learning from PE specialist	
Refine Music curriculum in line with learning from first year of City Music Service provision. Employ City Music Service to teach Music curriculum. Add to instruments/resources as required to secure effective teaching and learning.	

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

Total Budget: £130,923.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: Phonics and Communication interventions for pupils with poor language, reading and communication skills		

<p>Sustain Wellcomm language intervention for children in Nursery, Reception and Y1 to target communication skills</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Sustain RWI phonic interventions in place for children in the bottom 20% of readers through school (Fast track EYFS-Y2; Intervention groups Y3/4; Fresh Start Y5/6)</p>	<p>Summerbank has high mobility with a number of children entering the English education system for the first time. This can mean children are not experienced with the English alphabet for reading, writing and comprehension. It is essential that Early Reading support is available irrespective of a child's age. Equally a number of children find gaining early reading skills challenging and need additional support from school to get on track with their age expectation (see above barriers).</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Evaluation has found that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme. EEF</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Adapt learning from Talking Partner training 23/24 to fit with needs of the context to support targeted EAL groups appropriately</p>	<p>Talking Partners is a family of structured oral language programmes designed to improve the way children communicate across the curriculum. It focuses on increasing pupil talk and curricular talk, which additionally improves pupils' ability to compose orally before writing in a range of contexts. The approaches can be used for in-class support during literacy and other curricular areas or as a targeted intervention</p>	
<p>SENCO/EAL Lead to coordinate, support and monitor provision and CPD for staff working with SEN/EAL pupils</p>	<p>Over a quarter of the pupils currently in school are on the SEN register, this is double the National figure. Children entering Nursery and Reception have not had access to pre-school learning and baseline assessment identifies children as well below age-expectation. Nearly three quarters of children have English as an additional language,</p>	

Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations		
<p>Identified pupils working significantly below age-expectations (SEND – school level 3-4) receive targeted teaching through an appropriately trained TA</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 11</p>
Teaching assistant deployment and interventions - supporting high quality provision within the classroom and delivering targeted interventions		
<p>Embed role of EAL team in working with children in the early stages of language acquisition</p> <p>Children with EAL who are in the early stages of language development are supported by specialist bilingual Teaching Assistants (withdrawal and in class) – provide CPD on developing the in class role</p>	<p>58% of children in the academy have EAL needs. Predominant language is Urdu/Punjabi but there are an increasing number of other languages.</p> <p>Learners are identified as 'EAL' until they reach full proficiency in English and are able to participate effectively and independently in the school curriculum. This can range from 5 -10 years.</p> <p>Bilingual Support facilitates:</p> <ul style="list-style-type: none"> • school awareness of the needs of bilingual learners • appropriate use of learners' other language skills • Clarification of key words and instructions • using the learners' first language to explore concepts in greater depth • feeding knowledge of learners' understanding of key concepts into the teacher's assessment and planning • liaison with parents • Carry out home language assessments 	<p>1, 2, 3, 4, 5, 9, 11</p>
<p>Classroom assistants engage in high quality classroom provision to scaffold pupils through adaptive teaching – provide CPD to teaching assistants to develop their understanding of in</p>	<p>Support provided by class based teaching assistants to ensure continuity and through the day application. Additional support in class ensures minimum 1:15 adult:child ratio</p>	

<p>class support options/interventions.</p> <p>Develop EAL TA policy with clear guidance around best practice and expectations – link with TA appraisal</p>	
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Tier 3: Wider strategies

Total Budget: £84193.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing, Mental Health and Safeguarding		
Embed concept of having an 'Intentionally Inviting' culture for all stakeholders	Summerbank is a diverse school in an area of high disadvantage. Many families have had previous negative experiences linked to schooling (in the UK and in home countries). There is also high mobility at the school. Ensuring that children and families feel welcomed by the school means that barriers to learning can be addressed more easily as families feel more able to discuss and share. In the classroom children with potential barriers due to EAL/SEN who feel included and welcomed are more ready to access learning.	1, 2, 5, 6, 7, 8, 9, 10, 11
Safeguarding Team expanded to increase number of Dep DSL to ensure sufficient capacity to meet needs	In school we have approximately 25% of children we consider 'vulnerable'. More frequent referrals are made around disadvantaged pupils and this provision enables them to be addressed in a timely manner. Stoke-on-Trent children's services has been rated 'inadequate', therefore as a school we must go above and beyond to safeguard our children.	

<p>Provide ELSA support for identified pupils with a significant challenge that is impacting on their wellbeing/readiness to learn</p> <p>Learning Mentor support for children to ensure children are emotionally ready to access learning (Time to Talk and timetabled)</p>	<p>Many of our children are face significant challenges outside of school and are learning to manage their feelings in response to this. The opportunity to spend time with a focus on this supports their ability to function within school and beyond.</p>
<p>Ensure capacity for school to offer Early Help support to families</p>	<p>Providing timely support is vital. Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's wellbeing, and decrease risk factors that may be impacting a child's life negatively.</p> <p>Research suggests that early help and intervention can:</p> <ul style="list-style-type: none"> • protect children from harm • reduce the need for a referral to child protection services • improve children's long-term outcomes • improve children's home and family life • support children to develop strengths and skills to prepare them for adult life.
<p>Provide inhouse CPI training for wider staff group</p>	<p>CPI Safety Intervention™ Foundation training formerly known as MAPA®, incorporates trauma-informed and person-centred approaches.. With a focus on prevention, it also teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. Training Certified by Bild-ACT under the Restraint Reduction Network Training Standards.</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>

Continue to develop Breakfast Offer, including funding places for children with significant need	The Government state: 'We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.' https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	
Expand clothes bank to include both school uniform and non-uniform. Continue to provide personal hygiene products.	Maslow's hierarchy of needs indicates the importance of physiological needs being met.	
Broaden offer of extra curricular activities and ensure disadvantaged pupils are able to access these	An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility (Social Mobility Commission) found that the school you go to, the area where you grow up, and your socioeconomic background largely determine what types of activities are available outside the classroom. There was a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extra-curricular activity, but particularly music and sport.	
Extending Knowledge and Understanding of the World		
Embed knowledge and Understanding of the World working walls put into place in EYFS	For many families attending the school, economic hardship means that children may have very limited life experiences limiting their wider understanding of the world. Raising awareness and understanding of this in relation to their own lives is central to developing the schema upon which to base future learning	1, 2, 4, 5, 6, 8, 10, 11
Embed use of P4C across the curriculum to support children's ability to explore concepts from different points of view and apply knowledge	There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils P4C EEF	
Embed Forest School/Outdoor learning provision in Y1 and Y4	Evaluation by Social and economic research group (SERG) concludes Forest Schools make a difference in the following ways:	

<p>Explore options for further Forest Schools provision for other year groups</p>	<p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>
<p>Review visit/visitor offer ensuring that over time children have exposure and interaction to a range of different contexts/experiences</p>	<p>Pupils have limited life experience/ horizons will be broadened and they will develop cultural, historical and geographical understanding. Aspirations are raised.</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. These activities have important educational value in themselves, as well as impacting on core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility (Social Mobility Commission) found that the school you go to, the area where you grow up, and your socioeconomic background largely determine what types of activities are available outside the classroom. There was a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extra-curricular activity, but particularly music and sport.</p>
<p>Embed and extend Careers education to broaden understanding of opportunities and links to school subjects</p>	<p>Research Report: Career-related learning in primary: The role of primary teachers and schools in preparing children for the future ‘Children growing up in the 21st century will be seeking careers in an environment characterised by change, chance and uncertainty (World Economic Forum, 2018). Findings from the literature review indicate childhood experiences are foundational in the construction of identity; observations of attitudes towards work within families, cultural stereotypes, and influence of the media may influence children’s meaning of work and in turn their occupational identities. The term ‘career-related learning’ (CRL) comprises of early childhood activities in primary schools designed to give children from an early age a wide range of experiences of and exposure</p>

	to education, transitions and the world of work. This is part of a lifelong learning and career development process.'	
Parental Engagement and Support (including attendance)		
Embed offer of Family Learning from Stoke-on-Trent College	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6, 7, 9, 10, 11
Provide additional learning opportunities to support context needs (EAL Parent Group; Phonics/Early Reading Group)		
Extend workshop offer through the year to support family engagement (Christmas; Eid etc)		
Provide on site parent learning opportunities linked to health		
<p>EWO and Attendance Team target overall attendance, persistent absence and lateness. Embed principals of good practice set out in the DfE's Working Together to Improve Attendance</p> <p>Embed strategies for identified groups for attendance: Eastern European families; SEND pupils. Identify if new groups need targeting through data analysis</p>	<p>In previous years, school data identifies that additional EWO time has reduced PA. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Key groups have significantly lower attendance compared to overall.</p>	

Part B: Review of the previous academic year 2023/2024

Outcomes for disadvantaged pupils

These outcomes are for **the end of our current strategy plan (2023-2026)**, evaluation below indicates how close we are to achieving these in the **first year of this 3 year strategy**.

2023-2026 3 Year Pupil Premium Strategy		Intended Impact/Success Criteria by the <u>end of Year 3</u>
Intended Outcome from the use of Pupil Premium Funding		
A	High quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils The needs of all children are met. All classes are taught by a 'good to outstanding' teacher by the end of year 3 of the strategy.	<p>Learning in all lessons is observed to be at least good.</p> <p>The gap between PP attainment and National All Pupil attainment diminishing at key national data points.</p> <p>Ongoing monitoring (book study/learning outcomes) demonstrates that children are making at least expected progress</p> <p>Pupils achieve (or exceed) expected levels in GLD, Phonics, Reading, Writing, Mathematics, SPaG related to their individual start levels.</p>
Evaluation of impact outcome A at the end of Year One:		
<p>Ofsted Inspection (Graded November 2023) judged Quality of Education as Good. Ofsted state <i>'The school's curriculum is ambitious. It clearly outlines the specific knowledge pupils need to learn, for every subject and every year group. This supports teachers to know exactly what to teach and when. Pupils learn in a precise, logical order. As a result, they develop their skills and deepen their understanding as they move through the school.'</i></p>		

EYFS Good Level of Development

Pass	2022 National All children	2022 School All children	2022 School Disadvantaged	2023 National All children	2023 School All children	2023 School Disadvantaged	2024 National All children	2024 School All children	2024 School Disadvantaged
GLD	65%	43.9%	36%	67.3%	59.3%↑	45%↑	68%	58%→	60%↑
Gap Sch PP to Nat All pupils			-29ppts			-22.3ppts Diminishing			-8ppts Diminishing

Year One Phonics

Pass	2022 National All children	2022 School All children	2022 School Disadvantaged	2023 National All children	2023 School All children	2023 School Disadvantaged	2024 National All children	2024 School All children	2024 School Disadvantaged
Year One Phonics	75%	71%	60%	79%	82.5%↑	78%↑	80%	80%	72%
Gap Sch PP to Nat All pupils			-15ppts			-1ppts Diminishing			-8ppts Increasing

Key Stage Two

ARE	2022 National All children	2022 School All children	2022 School Disadvantaged	2023 National All children	2023 School All children	2023 School Disadvantaged	2024 National All children	2024 School All children	2024 School Disadvantaged
Reading	74%	78%	71%	73%	81%↑	72%→	74%	83%↑	86%↑
Reading - Gap Sch PP to Nat All pupils			-3ppts			-1ppts Diminishing			+14ppts Exceeding
Writing TA	69%	61%	46%	71%	73%↑	60%↑	72%	74%→	68%↑
Writing - Gap Sch PP to Nat All pupils			-23ppts			-11ppts Diminishing			-4ppts Diminishing
Maths	71%	80%	75%	73%	90%↑	84%↑	73%	85%↓	86%↑
Maths - Gap Sch PP to Nat All pupils			+4ppts			+11ppts Exceeding			+13ppts Exceeding
GPS	72%	69%	61%	72%	85%	80%	72%	81%	82%
GPS - Gap Sch PP to Nat All pupils			-11ppts			+8ppts Exceeding			+10ppts Exceeding
Science	79%	80%	71%	80%	83%	76%			
Science - Gap Sch PP to Nat All pupils			-8ppts			-4ppts Diminishing			

Combined	59%	59%	43%	59%	71%	60%	60%	72%	66%
Combined - Gap Sch PP to Nat All pupils			-16ppts			+1ppts Exceeding			+6ppts Exceeding

Ofsted Inspection (Graded November 2023): ‘Staff use ongoing assessment well to check whether all pupils have grasped the concepts or skills that they have been learning. In most subject areas, staff then use this knowledge to identify and address any gaps in future lessons. However, in a small number of wider curriculum subjects, the school is in the process of developing the systems to check whether pupils remember these concepts over time.’

Lessons Learned

- Work around adaptation to overcoming learning barriers is having a positive impact on the outcomes of all pupils including Disadvantaged pupils. Additional adults working in a targeted way is having a positive impact on meeting needs. Changes around Pupil Progress Meeting approach has refined allocation of adults.
- Gaps in learning in phonics in older year groups due to missed Covid 19 learning have reduced. Children who are new to the country remain continue the ongoing need for phonics catch-up further up the school.
- Fluctuation in proportion of children classified as Pupil Premium, means we must be mindful about gains/falls in data, 2024/2025 cohorts:

Year Group	N	R	1	2	3	4	5	6
Proportion PP	58%	46%	47%	57%	56%	67%	60%	54%

- Successful strategies need to continue as they are supporting good progress as entry baseline in N/R continues to be low.

B	Teaching of Early Reading is a strength of the school. Writing is taught through a consistent approach that supports progression and embedded learning. Children’s vocabulary and comprehension are well developed.	Learning is effective. It ensures good progress and retention, particularly in Reading and Phonics this is identified by ongoing monitoring and the analysis of outcomes.
	Evaluation of impact outcome B:	

	<p>Ofsted Inspection (Graded November 2023): <i>‘Reading is the stimulus for learning throughout all areas of the curriculum. Teachers read and discuss high-quality texts with their classes. As a result, pupils develop their comprehension and a passion for reading. The school has a sharp focus on ensuring that pupils learn to read well. Staff promote children’s early language development effectively. The school has implemented an effective phonics programme. This starts in the early years and continues into key stage 2. Staff are well trained to deliver phonics teaching effectively. They develop pupils’ phonics knowledge well and use assessment to help them to address any gaps that pupils may have. Reading books match pupils’ phonics knowledge accurately. This supports pupils to read with fluency.’</i></p> <p>See above data re Phonics/Reading/Writing outcomes</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • The RWI scheme and Fresh Start schemes continue to support strong learning gains for the majority of children, although children with high level SEND around delayed cognition/speech and language/Social and Emotional are making less strong progress and alternatives may need to be considered. • Support documents put in place to aid teachers in planning for the teaching of writing and supporting consistency have not become sufficiently embedded/understood and therefore have not had the impact anticipated. Pedagogy around the teaching of writing specifically would offer teachers and teaching assistants support in maximising progress and attainment. • Writing outcomes in Y6 demonstrate improvement, however writing progress throughout school remains slower than other core subjects • Coaching approach used by phonics lead has had strong impact on consistency in teaching and learning • The ‘Talk through Stories’ approach has been less successful than anticipated despite apparent suitability for meeting identified needs – pitch 	
<p>C</p>	<p>Disadvantaged pupils receive high quality provision in all areas of the curriculum, particularly those areas where limited resources in the home may lead to disadvantage</p>	<p>Ongoing monitoring (book study/learning outcomes) demonstrates that children are making at least expected progress in these areas</p> <p>High quality resources ensure children engage in rich learning activities</p>

		Teaching staff have a high level of subject knowledge and use this to adapt teaching and learning to meet needs
	<p>Evaluation of impact outcome C: Improvements made to the computing suite mean children are able to access Computing weekly rather than fortnightly. Computing Lead has implemented a new Computing scheme which supports progression across year groups In PE, support from external specialist coach means that more children are working at age expected or above in targeted areas The MfL Lead has supported the native MfL teacher to improve the Spanish curriculum and extend to Y4. There is now an assessment and tracking system in place which captures progress. The impact of specialist music teaching in 2023/2024 has been particularly positive. Children’s engagement in learning is evident and the depth of knowledge of the City Music staff is evident in lesson observations.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Investment in specialist teaching continues to give children access to learning opportunities they would not otherwise be able to do without funding • Improvements to the Computing suite and a revised curriculum is beginning to show impact and pupil voice shows this is valued by pupils. Retention in learning is an area for development. • Specialist music teaching has had a significant impact in terms of quality of provision and pupil engagement. This is an area for continued priority funding. 	
D	Robust support for children falling behind in phonics and communication skills is in place which accelerates learning.	<p>Impactful oral language development strategies are in place for children not currently operating at age-related expectation.</p> <p>Children in the lowest 20% of attainment for reading receive additional catch-up support to support accelerating their progress.</p> <p>EAL pupils make good progress against metal levels.</p>
	<p>Evaluation of impact of outcome D: In school tracking demonstrates the impact of targeted daily catch up for pupils within the lowest 20% is supporting progress however this remains behind that of peers.</p>	

	<p>Children in KS2 accessing Fresh Start made good progress and vast majority of those on the programme moved off within the initial year.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> Targeting of lowest 20% in Rec/KS1 is demanding in terms of capacity to deliver, this may have lessened impact over time. Need to consider this in planning for 2024/2025. 	
E	<p>Children working below their age-expectation in English and Maths receive tuition appropriate to their needs, filling gaps in learning and supporting progress</p>	<p>Pupil progress meetings identify target children working significantly below age-expectation for whom their year group curriculum is failing to meet needs even with adaptive teaching and targeted support and curriculum put into place, these children receive additional tutoring</p> <p>Children receiving small group tuition make expected or better progress from their starting points</p>
	<p>Evaluation of impact of outcome E:</p> <p>Vast majority of tutor groups 2023/2024 were drawn from Y6. Children in these groups made significant progress and all achieved/exceeded their end of school SAT targets.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> Funding from the National Tutoring programme supported the employment of an ECT to deliver a high standard of intervention to identified groups of pupils. However now that the funding stream has been removed the school does not have sufficient resource to sustain this approach. 	
F	<p>Children with identified SEN and EAL needs receive intervention that supports them at the point of learning both in the classroom and through withdrawal where appropriate</p> <p>Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.</p>	<p>Children's SEND records indicate that those targeted for classroom intervention are receiving the identified support and this is impacting on achievement</p> <p>EAL pupils receive support to engage with the broad curriculum as well as language instruction. This impacts on progress made.</p>

	<p>Evaluation of impact of outcome F:</p> <p>Ofsted Autumn 2023 : <i>Inclusion is at the heart of the school’s ethos. Staff swiftly identify the needs of pupils with SEND. Effective training ensures that all staff know how to adapt the learning in all areas of the curriculum to enable all pupils to learn together and achieve shared goals.</i></p> <p>MAT Commissioned SEND Review July 2024: <i>Leaders evidenced that learners with SEND achieve the best possible educational and wider outcomes. This is achieved through thoughtful analysis and a deep understanding of the educational requirements of pupils across the four broad areas of need. Pupil progress is monitored and tracked robustly during pupil progress meetings at each whole school data point. These meetings are attended by all leaders, including the SENCO and the EAL lead. Due to the high number of pupils who speak English as an additional language (EAL) this approach ensures that EAL is not mistaken for SEND and enables leaders to triangulate whole school data and analyse the effectiveness of additional support put in place. As a result, progress for pupils with SEND, from their individual starting points is consistently strong and evidence during lesson visits, in their work and intervention outcomes indicate that they achieve well. School leaders use this data to inform future CPD, monitoring and intervention.</i></p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Continue to develop the Pupil Progress cycle to add to the approach taken 2023/2024 which has demonstrated strong impact 	
G	<p>Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.</p>	<p>Pupils are ready to learn in class.</p> <p>The number of interventions at the point of learning are reduced</p> <p>Children demonstrate resilience and understand the importance of good wellbeing (mental and physical)</p>
	<p>Evaluation of impact of outcome G:</p> <p>Bagel breakfast continues to be taken up and well received by pupils.</p> <p>Time to Talk offer is taken up by pupils and has led to disclosures.</p> <p>Time with the Learning Mentor/ELSA has supported vulnerable pupils to access learning in their classrooms.</p> <p>Higher Level Behaviour Tracking:</p>	

TIME PERIOD		Number of exclusions (fixed term) and number of children these relate to	Number of exclusions (permanent)	Number of physical interventions and number of children this relates to	Number of children currently being supported at 'Level 4' of our behaviour policy
Sept 6th – Oct6th	Instances	-	-	-	
	Ch related to	-	-	-	1
Oct 7th – Nov 6th	Instances	-	-	-	
	Ch related to	-	-	-	1 continued
Nov 7th – Dec 22nd	Instances	-	-	-	
	Ch related to	-	-	-	1 continued
Jan 1st – Jan 31st 2024	Instances	-	-	-	
	Ch related to	-	-	-	1 continued
Feb 1st – Feb 29th 2024	Instances	1	-	-	
	Ch related to	1	-	-	1 continued
March 1st – March 31st	Instances	-	-	-	
	Ch related to	-	-	-	1 continued .

	April 1st – April 30th	Instances	-	-	-	
		Ch related to	-	-	-	1 continued
	May 1st – May 31st	Instances	4	-	1	
		Ch related to	1 (higher level behaviour support)	-	1	2x 1 cont 1 new
	June 1st – June 30th	Instances	-	-	-	
		Ch related to	-	-	-	3x 2 cont 1 new

Lessons Learned

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H	Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital and an understanding of the opportunities available to them	<p>Opportunities for pupils to broaden their horizons and knowledge and understanding of the world</p> <p>Pupils attend events/visit places they would not usually be exposed to</p> <p>Pupils are confident and highly engaged in wider opportunities.</p> <p>Pupils have a good understanding of potential careers and how schooling contributes to this</p>
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<p>Evaluation of impact of outcome H: Subsidised funding for educational visits continued to allow ALL children to access experiences (at least 3 external visits per year). This meant children were able to apply their learning beyond the school context and broaden life experiences. For some children going out of school was an entirely new experience, they coped with this well. Cost of educational visits has increased due to the fuel crisis/inflation. This is impacting on parents' ability to contribute. Children benefitted from specialist teaching. Forest School has the ability to strongly impact on children's breadth of knowledge and experience.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Educational visits are extremely important in extending the curriculum offered in school and should continue to form part of the funding use. • Due to rises in costs, families are reporting less money to spend on trips out of school – important to consider value and range of experiences in the next academic year 	
<p>I</p> <p>The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</p> <p>Extended offer of in place of learning opportunities for parents offers a range of academic/personal development/parenting opportunities</p> <p>Pupil attendance is not a barrier to their learning</p>	<p>Parental uptake of opportunities in school to participate in shared learning with their children is increasing</p> <p>Parents are willing to engage with support agencies</p> <p>Increased attendance for targeted groups.</p> <p>The gap between achievement of children with lower attendance and those with 96%+ attendance is reduced</p>
<p>Evaluation of impact of outcome I: Early help champion offered support to families through the year. Family Learning opportunities were fully in place following the lifting of restrictions and these were well received and frequently over subscribed Pupil attendance remains a challenge: Overall Attendance by Half-Term – Demographics (children currently with the school of compulsory school age):</p>	

	No of ch at Spr 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cumulative Sept - July
All children statutory sch age	367	92.17%	93.35%	90.77%	92.7%	91.4%	91.25%	91.92%
Disadvantaged/PP	179	91.67%	91.81%	88.48%	91.9%	90.3%	89.92%	90.38%
EAL	237	92.84%	93.37%	91.23%	92.4%	91.6%	90.47%	90.99%
SEN	82	88.98%	90.03%	86.12%	88.8%	87.4%	87.14%	87.88%

Persistent Absence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cumulative Sept - Feb
All children statutory sch age	27.8%	20%	30.5%	22.2%	28.1%	27.67%	22.64%
Disadvantaged/PP	36.32%	24.7%	37.4%	25.9%	31.2%	33.83%	30.2%
EAL	30%	19.5%	30%	24.5%	27.4%	29.08%	30.83%
SEN	37.9%	32.5%	43%	32.5%	44%	40.74%	43.33%

Lessons Learned

- Attendance remains a high priority. Despite at Ofsted (Nov 23) it being agreed that the school has all appropriate actions in place this along with PA continues to be below expectations. As a priority new approaches need to be considered in 24/25.
- Supporting our parents to support their child's learning is a high priority.
- Parents who are new to English themselves face a greater number of barriers when trying to support their children.

- Parents look to the school for guidance and support and see us as a signpost to greater opportunities.
- Increase parental opportunities now that we have created the demand.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose
My Maths	Oxford University Press
Wellcomm	GL Assessment
ELSA	Summit Psychology
Switch On Reading	NCETM
Teach Computing	National Centre for Computing Education
Talking Partners	