

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Old Park Primary
Number of pupils in school	421 (Rec - Y6)
Proportion (%) of pupil premium eligible pupils	26% (Nur - Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023-2025
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	T Boddington
Pupil premium lead	T Boddington
Governor / Trustee lead	M Asad

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,520
Recovery premium funding allocation this academic year	£7523.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,043

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Subject learning is just one element of the offer we provide and we pride ourselves in ensuring that every child: has a clear understanding and application of the school's core values; knows and develops the key skills required for lifelong learning; develop high ambition and has a clear understanding of opportunities beyond this and the next phase of their education.

The economic impact of Covid-19 and now the cost of living crisis has led to an increase in numbers of pupils qualifying for pupil premium. We have also seen a large number of families who fall just above the threshold for this funding but who are struggling with financial hardship. It is therefore so important that school strategies focus on support for disadvantaged pupils.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning, targeted support and intervention, providing all children the opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Variation in pupil attainment in key cohorts in reading, writing & maths, specifically leavers 2025,26 & 27.
2	Significant speech, language and communication needs impacting negatively on pupils' readiness to learn and access curriculum (across school but in particular EYFS, Y2,3 & 4)
3	Adverse childhood experiences leading to high levels of social, emotional and mental health needs.
4	Attendance and punctuality.

5	Limited parenting capacity to support children with skills required for school readiness.
6	Reduced aspirations and engagement of pupils.
7	36% of our disadvantaged pupils are on the SEND register. 5 of these children have an EHCP)

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
Improve pupil progress and outcomes for all with greater focus for key cohorts.	<p>Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group (evidenced through internal tracking and external results).</p> <p>PP pupils to achieve GD and ARE, in line with national average, in reading, writing and maths at end of Key Stage 1 & 2</p> <p>PP pupils in Early Years to achieve GLD, in line with national average.</p> <p>PP pupils % phonic pass rate to be in line with national average.</p> <p>Increased engagement evident through: development monitoring cycle; access to the curriculum and progress.</p>
Provide targeted support to pupils with speech, language and communication needs.	<p>Pupils quickly identified for SLCN and assessed by a therapist.</p> <p>Recommended strategies, interventions and support implemented then reviewed.</p> <p>Pupils will achieve the targets set by Speech & Language therapists. They will be better able to communicate with staff and peers and better equipped to access the curriculum. This will be reflected by improvements in attainment.</p> <p>School funded therapist to support directly with children as well as train and advise staff.</p>
Provide targeted support to pupils with Social Emotional and Mental Health needs (including low resiliency	All KS1 and 2 pupils will take part in a well-being survey.

<p>and emotion based school anxiety). To overcome children's limited or loss of school readiness (focus, concentration, stamina for learning).</p>	<p>SEMH profiles completed for specific pupils, thereafter, strategies, interventions and support to be implemented then reviewed. Profile scores for these children will improve. There will be a reduced incidence of behaviour issues. Pupil conversations will show an increase in confidence and resilience. Data will show an improvement as children are more emotionally ready to learn.</p> <p>Pupils experience a variety of activities to support mental health and well-being.</p> <p>Targeted pupils offered small group, personalised English and Maths support.</p> <p>Targeted pupils offered therapeutic mentoring, CBT or play therapy sessions.</p>
<p>To continue to reduce variation in school attendance.</p>	<p>PP pupils will achieve, or exceed, attendance percentages closer to national averages.</p> <p>PA rate for PP will be in line, or lower than national averages.</p> <p>Increased parental engagement with school will be demonstrated.</p>
<p>To increase parental capacity to support pupils with skills required for school readiness.</p>	<p>Targeted parents provided with bespoke support (in-school or external agencies) to support the child at home particularly in EYFS and Y1.</p> <p>All parents offered targeted workshops.</p> <p>Maintain and increase active engagement with services that will support parents and help improve the home environment for disadvantaged pupils.</p> <p>Identify families that require support early and support them in accessing help from other areas and providers.</p> <p>Safeguarding concerns will be decreased.</p>
<p>Cultivate opportunities for enhancing aspirations through enrichment and experience.</p>	<p>All pupils have experienced a variety of enrichment activities across the school year, to cultivate aspirations.</p> <p>Foster high expectations and ambitions in our children and parents, through a range of initiatives and events.</p> <p>Key Stage 2 pupils to complete annual career events.</p> <p>All pupils carry out class projects where essential skills are taught and applied.</p> <p>Ensure that disadvantaged families are able to continue to access after school clubs, enrichment activities, school trips and residential trips.</p>

Provide consistent bespoke delivery to ensure SEND children make good progress matched to their individual learning needs.	<p>Use innovative ways to ensure consistent progress for all children despite the schools' increased SEND demographic and capacity restrictions (staffing, space & expertise);</p> <p>Leaders will continue to develop creative strategies of effective deployment of resources and staffing to maximise learning.</p> <p>SLT to drive forward the whole school focus of delivering bespoke planning and delivery for children with SEND.</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: £59,742.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular progress reviews and moderation and next steps analysis to identify pupils and staff requiring additional support. Leading to intervention allocations.</i>	<p>SEN in Mainstream Schools (2021) highlights the need for a graduated approach in understanding and supporting pupil needs. It also recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>Improving Literacy and Maths (EEF) highlights that high quality information about pupil's current capabilities will lead to effective selection of support and next steps.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Teaching Assistant Interventions (EEF)</p>	<p>1</p> <p>2</p> <p>3</p> <p>7</p>

<p><i>Emotion Coaching and De-escalation CPD for lunch staff.</i></p> <p><i>Emotion Coaching as a whole school strategy, understanding and application by staff and pupils.</i></p> <p><i>Restorative Practice CPD for SLT to be rolled out to all staff.</i></p> <p><i>Specific staff trained with CPI (Crisis Prevention Institute)</i></p>	<p>SEN in Mainstream Schools (2021) highlight the need for creating a positive and supportive environment for all pupils.</p> <p>Improving Behaviours in Schools (EEF, 2021) recommend tailored, targeted approaches to meet the needs of individuals. Staff should be trained in specific strategies. They also recommend a whole school approach is needed to ensure consistency and coherence and that this will positively impact on attainment outcomes.</p> <p>EEF evidence Behaviour Interventions (EEF) Individualised Instruction (EEF) Metacognition and self-regulation (EEF) Social & Emotional Learning (EEF)</p>	<p>3</p> <p>5</p> <p>7</p>
<p><i>Teacher Development Groups and Inclusion Support Targeted CPD – Scaffolding Strategies, supporting children with high needs (SENDco, curriculum leads. Implementation and staff CPD for Orchard Tracker planning for children working below NC) and support/promote other good practice and support tools for SEND (colourful Semantics, pre-teaching, CIP, Dyslexia Gold etc)</i></p>	<p>SEN in Mainstream Schools (EEF 2021) highlight to ensure access to high quality teaching and scaffolding.</p> <p>EEF evidence Individualised Instruction (EEF)</p>	<p>1</p> <p>7</p>
<p><i>SEMH staff meeting training – led by SEMH specialist.</i></p>	<p>Improving Behaviours in Schools (EEF, 2021) recommend tailored, targeted approaches to meet the needs of</p>	<p>3</p> <p>7</p>

	<p>individuals. Staff should be trained in specific strategies.</p> <p>EEF evidence</p> <p>Behaviour Interventions (EEF)</p> <p>Metacognition and self-regulation (EEF)</p> <p>Oral Language Interventions (EEF)</p> <p>Social & Emotional Learning (EEF)</p>	
<p><i>Professional development to support the implementation of evidence based approaches: RWI Phonics delivery and continued professional development. Phonics lead to provide regular CPD and instructional coaching to teachers and TAs.</i></p>	<p>Phonics and early reading is an essential skill for children. Reading supports children to learn in all areas of the curriculum. Our children enter school with low levels of early reading and many of our disadvantaged children are not supported with this skill at home so it is vital that they receive regular, systematic teaching of phonics.</p> <p>EEF evidence</p> <p>Phonics (EEF)</p>	<p>1</p> <p>2</p> <p>5</p> <p>7</p>
<p><i>Performance Management is part of out whole school development approach – CPD identification matched to individual and whole school development. Utilising a range of training including the National College online Webinar service, NPQ qualifications, external consultants (Talk 4 Writing, RWI, other subject specialist consultants).</i></p>	<p>Effective Professional Development (EEF, 2021) highlights the need to ensure that professional development effectively builds knowledge, motivates staff and embeds practice. It also highlights that the context and needs of the school need careful consideration to maximise the impact of professional development.</p> <p>The DFE Menu of Approaches identifies this as a key driver for high quality teaching.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>1</p> <p>2</p> <p>3</p>
<p><i>Talk for Writing Training for all teaching staff, SLT and relevant support staff.</i></p>	<p>Improving Literacy and Maths (EEF, 2020) highlights that high quality information about pupil's current</p>	<p>1</p>

<i>Continued focus of RWI phonics delivery.</i>	capabilities will lead to effective selection of support and next steps.	2
	Effective Professional Development (EEF, 2021) highlights the need to ensure that professional development effectively builds knowledge, motivates staff and embeds practice. It also highlights that the context and needs of the school need careful consideration to maximise the impact of professional development.	7
	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	
	Improving Literacy in Key Stage 1 (EEF, 2020) and Key Stage 2 (EEF, 2107) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation. EEF evidence Oral Language Interventions (EEF) Phonics (EEF)	

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

Budgeted cost: £ 37,285.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Enhanced service purchased for advice and intervention. Recommendations to be implemented</i>	Improving Literacy in Key Stage 1 (EEF, 2020) and Key Stage 2 (EEF, 2107) highlights developing pupils' speaking and listening skills and wider	1 2

<p><i>(accessible to all cohorts)</i></p>	<p>understanding of language as a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) state that oral language interventions provide very high impact for very low cost (based on extensive evidence) with an impact of +6 months.</p> <p>Preparing for Literacy (EEF, 2021) highlights prioritising the development of communication and language is a key recommendation.</p> <p>One-to-one tuition has demonstrated an impact of +5 months.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF)</p>	<p>7</p>
<p><i>Early Talk boost in Nursery and Wellcomm Led in EYFS and specific pupils across KS1 & 2 and SULP (Social Use of Language Program in KS1)</i></p>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) highlights developing pupils' speaking and listening skills and wider understanding of language as a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) state that oral language interventions provide very high impact for very low cost (based on extensive evidence) with an impact of +6 months. Small group support has also demonstrated an impact of 4+ months,</p> <p>Preparing for Literacy (EEF, 2021) highlights prioritising the development of communication and language is a key recommendation.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Collaborative learning approaches (inc peer tutoring) (EEF)</p>	<p>1 2 7</p>

	Individualised Instruction (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF)	
<i>RWI Phonic Intervention Groups (fast track tutoring)& training & development support package.</i> <i>Dyslexia Gold access and precision teaching.</i>	<p>Improving Literacy in Key Stage 1 (EEF, 2020) highlights pupils' need to access staff trained in implementing a systematic phonics programme.</p> <p>EEF (Teaching and Learning Toolkit) states that one to one tuition has high impact for moderate cost and phonic interventions have high impact for low cost.</p> <p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>One-to-one tuition and phonic intervention has demonstrated an impact of +5 months.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Individualised Instruction (EEF) Metacognition and self-regulation (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF) Phonics (EEF) </p>	<p>1</p> <p>7</p>
<i>Structured Interventions delivered by trained staff.</i> <i>Sandwell Numeracy Intervention, White Rose, WELLCOMM, Booster intervention (pre-teaching, precision teaching or</i>	<p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small group and one-to-one interventions.</p> <p>Improving Literacy (EEF, 2020) and Mathematics (EEF, 2020) highlights using high quality structured</p>	<p>1</p> <p>2</p> <p>3</p>

<p><i>bespoke small group or one to one interventions), Dyslexia Gold, Sulp, 1-1 SALT therapy..</i></p>	<p>interventions to help pupils struggling with their literacy.</p> <p>Improving Literacy in Key Stage 2 (EEF, 2017) high light target teaching and support through high quality diagnosis is a key recommendation.</p> <p>EEF (Teaching and Learning Toolkit) states that small group tuition has moderate impact for low cost and TA interventions have moderate impact for moderate cost. Small group support has also demonstrated an impact of 4+ months (EEF Toolkit).</p> <p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>Making Best Use of TAs (EEF, 2018) highlights that they should not be used as informal teaching resources but should be used to deliver high quality, structured interventions. EEF Toolkit demonstrated a +4 month impact for TA interventions.</p> <p>One-to-one tuition has demonstrated an impact of +5 months (EEF Toolkit)</p> <p>Oral language interventions have high impact on pupil outcomes. Targeted approaches may support disadvantaged pupils to catch-up with their peers – particularly when provided on a one to one basis.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Collaborative learning approaches (inc peer tutoring) (EEF) Individualised Instruction (EEF) Oral Language Interventions (EEF) Teaching Assistant Interventions (EEF)</p>	<p>7</p>
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<p><i>Additional HLTA (PT) in Y5 to support high need in the cohort.</i></p> <p><i>Additional teacher 0.5 in Y3 to split the teaching 3 ways in English and Maths.</i></p>	<p>SEN in Mainstream Schools (2021) recommends high quality teaching with carefully selected small groups and one-to-one interventions.</p> <p>Oral language interventions have a high impact on pupil outcomes. Targeted approaches may support disadvantaged pupils to catch-up with their peers – particularly when provided on a one to one basis.</p> <p>Preparing for Literacy for Key Stage One and Two (EEF, 2021) highlights use of high quality, targeted support to help struggling children as a key recommendation.</p> <p>EEF evidence Small group tuition (EEF) Reducing Class Size (EEF)</p>	<p>1</p> <p>2</p> <p>5</p> <p>7</p>
<p><i>Parental workshops (particularly in EYFS & KS1) or bespoke support delivered by SENCo or teaching staff</i></p>	<p>EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.</p> <p>Preparing for Literacy (EEF, 2021) highlights supporting parents to understand how to help children learn as a key recommendation.</p> <p>Working with Parents to Support Children's Learning (EEF, 2018) recommends providing practical strategies to support learning at home whilst offering more sustained and intensive support where needed.</p> <p>Parental engagement has demonstrated an impact of +4 months (EEF toolkit)</p> <p>EEF evidence Parental Engagement (EEF)</p>	<p>1</p> <p>3</p> <p>5</p> <p>7</p>

<i>Reading for Pleasure leader to promote love of reading across school.</i>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <p>A recent government report highlights this, noting that once decoding has been mastered, mature reading skills are 'best developed by instilling in children a love of literature' (Reading: The Next Steps; DfE, 2015, p. 4).</p> <p>Reading For Pleasure - Reviewing the evidence - The Book Trust</p>	1 6
<i>TTRS</i>	<p>Times tables knowledge aids children to make efficient and accurate calculations (both mentally and written). This tool can be accessed both in and out of school enabling school to make links with and utilise the support in the home.</p> <p>EEF Evidence Parental Engagement (EEF)</p>	1 2
<i>KS2 reading scheme books (ORT)</i>	<p>It is important to identify the appropriate level of text difficulty to provide the appropriate context to practise the skills desire to engage with the text and enough challenge to improve reading comprehension (EEF +6 months)</p>	1 2
<i>Orchard – Bespoke assessment support for pupils with SEN.</i>	<p>The assessment ladder allows us to identify bespoke next steps for children with complex needs working below the NC expectations.</p> <p>EEF evidence Small group tuition (EEF) One to one (EEF) Individualised Instruction (EEF)</p>	1 2 7

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

Budgeted cost: £ 57,152.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Range of enrichment Clubs, Career Events and Well-Being workshops (including Forest School).</i></p> <p><i>Exploration workshops, Careers Hub activities, Skills Builder projects.</i></p>	<p>Research (ambition.org.uk) shows that children's career aspirations are unlikely to change between the ages of seven and 17. More than a third of children base these early aspirations solely on people they know. For many reasons, children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range of jobs. All of this means that some children's horizons can be narrowed at a very early age.</p> <p>L.Byford (I Can Be Project Director) highlights the need to broaden career and enrichment activities; link learning to careers; challenge stereotypes and share role models.</p> <p>EEF evidence Arts Participation (EEF)</p>	<p>3</p> <p>6</p>
<p><i>SEMH interventions (Therapeutic Mentoring Forest School, Lego Therapy, Play Therapy and CBT, Sulp)</i></p> <p><i>Research project between SENCo and Inclusion Support Team to create a bespoke</i></p> <p><i>SEMH interventions (based on 'Zones of Regulation' practice)</i></p>	<p>Preparing for Literacy (EEF, 2021) state developing self-regulation as a key recommendation.</p> <p>Improving Social and Emotional Learning (EEF, 2021) can lead to moderate learning gains and recommends explicit teaching of SEL skills through curriculum and small group or one-to one sessions.</p> <p>Improving Behaviours in Schools (EEF,) recommend tailored, targeted approaches to meet the needs of</p>	<p>3</p>

	<p>individuals. Staff should be trained in specific strategies.</p> <p>Behaviour interventions have demonstrated an impact of +4 months. One-to-one support has demonstrated an impact of +5 months (EEF Toolkit)</p> <p>Social and emotional learning has demonstrated an impact of +4 months (EEF Toolkit).</p> <p>EEF evidence</p> <p>Small group tuition (EEF)</p> <p>One to one (EEF)</p> <p>Behaviour Interventions (EEF)</p> <p>Metacognition and self-regulation (EEF)</p> <p>Parental Engagement (EEF)</p> <p>Social & Emotional Learning (EEF)</p> <p>Arts Participation (EEF)</p>	
<p><i>SEMH staff meeting (effective strategies to support children with SEMH needs) – led by specialist teacher</i></p>	<p>Improving Social and Emotional Learning (EEF, 2021) can lead to moderate learning gains and recommends explicit teaching of SEL skills through curriculum and small group or one-to one sessions.</p> <p>Social and emotional learning has demonstrated an impact of +4 months (EEF Toolkit).</p> <p>EEF evidence</p> <p>Small group tuition (EEF)</p> <p>One to one (EEF)</p> <p>Behaviour Interventions (EEF)</p> <p>Metacognition and self-regulation (EEF)</p> <p>Parental Engagement (EEF)</p> <p>Social & Emotional Learning (EEF)</p> <p>Arts Participation (EEF)</p>	3

<p><i>Mental Health Awareness Focus – led by SENCo and Well-Being Lead</i></p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>EEF evidence</p> <p>Small group tuition (EEF)</p> <p>One to one (EEF)</p> <p>Behaviour Interventions (EEF)</p> <p>Metacognition and self-regulation (EEF)</p> <p>Parental Engagement (EEF)</p> <p>Social & Emotional Learning (EEF)</p> <p>Arts Participation (EEF)</p>	<p>3</p> <p>6</p>
<p><i>Ensure all identified PP pupils with poor attendance to have access to key staff.</i></p> <p><i>Barriers to attending school are identified and a personal attendance plan is completed with the child and family (including access to Breakfast Club places if required)</i></p> <p><i>Access to Family Liaison Officer (Attendance, safeguarding, family support, child, family</i></p>	<p>DfE (2021) states that improving school attendance is supported through the development of a plan (engaging both parents and pupils in this) and through tailored interventions.</p> <p>The school utilises identified strategies from the DfE publication Working Together To Improve School Attendance.</p> <p>EEF evidence</p> <p>Parental Engagement (EEF)</p>	<p>4</p> <p>5</p>

<p><i>Music Services</i> <i>Free violin & brass lessons.</i> <i>Brass tuition for Y4 for two terms (Trumpet)</i></p>	<p>EEF found that arts participation can give an additional 3 months progress. Improvement outcomes are found in English, Maths and Science in primary and secondary. Wider benefits are a more positive attitude and increased well-being.</p> <p>EEF evidence</p> <p>Arts Participation (EEF)</p>	<p>5 6</p>
<p><i>Arts activities, exploration workshops & in school theatre shows, pupil performances and visiting artists performers and experts.</i></p>	<p>EEF found that arts participation can give an additional 3 months progress. Improvement outcomes are found in English, Maths and Science in primary and secondary. Wider benefits are a more positive attitude and increased well-being.</p> <p>EEF evidence</p> <p>Arts Participation (EEF)</p>	<p>5 6</p>
<p><i>Parental workshops or bespoke support delivered by SENCo or teaching staff based on Well-being (Online safety focus)</i></p>	<p>EEF (Teaching and Learning Toolkit) states that parental engagement has moderate impact for very low cost.</p> <p>Working with Parents to Support Children's Learning / Parental Engagement Guidance Report (EEF, 2018) recommends providing practical strategies to support at home whilst offering more sustained and intensive support where needed.</p> <p>EEF Evidence</p> <p>Parental Engagement (EEF)</p>	<p>5 3</p>

Total budgeted cost: £ 154,179.00

The above includes the allocation of our PP based on last term's numbers. Any additional funding required to cover the above or amendments during the next three years will be sourced from the school

budget to ensure that all of the above action plan's outcomes can be met. This plan will be updated annually.

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 2023 to 2024 academic year.

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See Review for 23/24 on the school website.

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

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

