

Whittle Academy

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Whittle Academy
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michelle Harris, Headteacher
Pupil premium lead	Michelle Harris, Headteacher
Governor / Trustee lead	Stefan Murray

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (from October 2021 census)	£59, 832
Recovery Premium funding allocation this academic year	£6815
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	Total £66,707
School Led Tutoring allocation	£7,290 (60%) £12,150 (100%)

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our children to improve.

Our priority for the pupils at Whittle is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment in line with their peers. At Whittle our vision is that all children 'will soar beyond what they imagine possible'. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal, to ensure an aspirational mindset, where children show care for their learning and are equipped with the skills they need, emotionally, mentally, socially and academically to succeed and thrive in school and beyond.

We do not believe that a single intervention provides the solution to the complexities of raising attainment for disadvantaged children and employ a multi-faceted approach to best meet the needs of our children. All of our children benefit from the school's universal offer, focused on high quality teaching and learning for all, ensuring effective differentiation and challenge in line with our school bespoke teaching and learning toolkit. Where the needs of our disadvantaged cannot be entirely met through our Universal offer, a range of bespoke, targeted interventions or wider strategies are adopted. The intervention depends very much on the needs of individual children, so this is by no means an exhaustive overview, but more of a reflection of some of the targeted interventions we have found to have impact previously. Key to our strategy is the use of research to inform decision making, particularly in our choice of interventions. Our focus is on early intervention, all staff knowing and employing our strategy, taking responsibility for our disadvantaged children and the progress they make and that partnerships with parents are further cultivated to best support our disadvantaged cohort.

On One Hand:

All disadvantaged children will:

1. *Have high quality teaching instruction by all adults at all times*
2. *Have verbal feedback shared with them first and foremost*
3. *Receive one-to-one reading*
4. *Be subsidised for after school provision, trips and uniform*
5. *Be offered an electronic device (per family) to use at home*
6. *Families involved in frequent learning conversations as and when appropriate*

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

2. Challenges

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

Challenge Number	Detail of Challenge
1	<p>Academic Progress & Outcomes (Years 4, 5 and 6) within Writing and Maths</p> <p>Our data and assessments at the end of KS2 (July 22), show a gap between disadvantaged and all children within Writing and Maths. There is currently a gap of 30% between disadvantaged and non- disadvantaged in their combined attainment. This has resulted in significant gaps leading to disadvantaged children falling behind age- related expectations. Further detail is below:</p> <p>Writing:</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with phonics and early reading. Home reading is not as regular, or as valued for some and reading for pleasure not as embedded.</p> <p>As children progress within KS2, this often translates into more difficulty with Writing composition through barriers with transcription often overwhelming and limiting the quality of the grammatical structures and overall composition of writing pieces.</p> <p>Maths:</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with their ability to become fluent in the fundamentals of Mathematics. Reasoning and solving mathematical problems by using and applying their mathematics continues to be an area of development for KS2 children moving forwards.</p>
2	<p>Oral Language & Vocabulary</p> <p>On entry to Whittle Academy, GLD is lowest in communication and language with only 34% of children achieving this. The group most at risk is our disadvantaged children according to our data analysis. Within our Reception cohort (2022-2023), the percentage of children expected to achieve GLD is lowest in communication, language and literacy.</p> <p>Through observation, staff and pupil voice, weaker language and communication skills are notable for our disadvantaged children across KS1 also. This has resulted in increased speech and language difficulties and increasing vocabulary gaps among many disadvantaged children. Moving forwards, there is now an increased focus on oracy within EYFS and KS1 planning, provision, and resources</p>
3	<p>Knowledge to 'use and apply' within learning</p> <p><i>Being able to 'use and apply' knowledge within the Curriculum is empowering for children within the learning process. Less knowledge to draw on, often means that some of our children are more reluctant to actively get involved within the learning.</i> This is evident from Reception through to KS2, At the end of Reception 57% of all children achieved GLD and only 20% of disadvantaged children achieved</p>

	<p>GLD. At the end of KS2, the attainment gap between all children and disadvantaged children was 30% lower in attainment.</p> <p>Moving forwards, the focus now must be on building, strengthening and developing further knowledge with our disadvantaged pupils through retrieval practice and a deeper awareness of working memory limitations so that gaps in knowledge and understanding diminish.</p>
4	<p>Wellbeing & Mental Health</p> <p>Our assessments, observations and discussions with children and families have identified social and emotional issues. These challenges particularly affect disadvantaged children, including their well-being and attainment.</p> <p>Many of our disadvantaged children continue to be impacted by the partial school closures as well as the current economic climate than our other children. There are a number of families living in poverty, with the involvement of social care and in need of pastoral support. The number of children being referred for safeguarding or mental health support has increased.</p> <p>Moreover, four of our children attend our 'hub nurture' provision regularly and are receiving bespoke individual planning and provision. A further 52 children are accessing emotional and social support through our Thrive provision, supporting their emotional development and resilience. Out of these 52 children, 15 children are disadvantaged (29%).</p>
5	<p>Attendance</p> <p>Our attendance data 2021-2022 was 92.5% for all children, and for disadvantaged children this was 91.8%, this results in a 0.7% difference. The pastoral team continue to work hard each and every day to support the bridging of this gap. Regular and rigorous tracking of attendance indicates a gap between the attendance of all children and the attendance of identified families, most often those with multiple barriers. For a minority of children, they have significant barriers to overcome to ensure regular attendance and punctuality.</p>

3. 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve retrieval of knowledge and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved 'knowledge bases' among disadvantaged pupils through evidence of 'using and applying' knowledge appropriately. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Sustained improvement in phonic and early reading scores.	Pupil Premium children continue to match non-pupil premium children in phonic attainment. This progress and reading confidence is maintained as children move through Year 3/ KS2.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • overall attendance is consistently line or better than national and local authority • Persistent absenteeism and lateness is minimised and pupil attainment is impacted due to improved attendance
To achieve and sustain improved parental engagement impacting on pupil attainment and progress.	<p>Sustained high levels of parental engagement & wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • An increase in participation in parental workshops, Family Learning events and community events, particularly among disadvantaged families • Parent surveys show increased confidence to know how to help their children with their home learning as well as improved relationships between home and school.



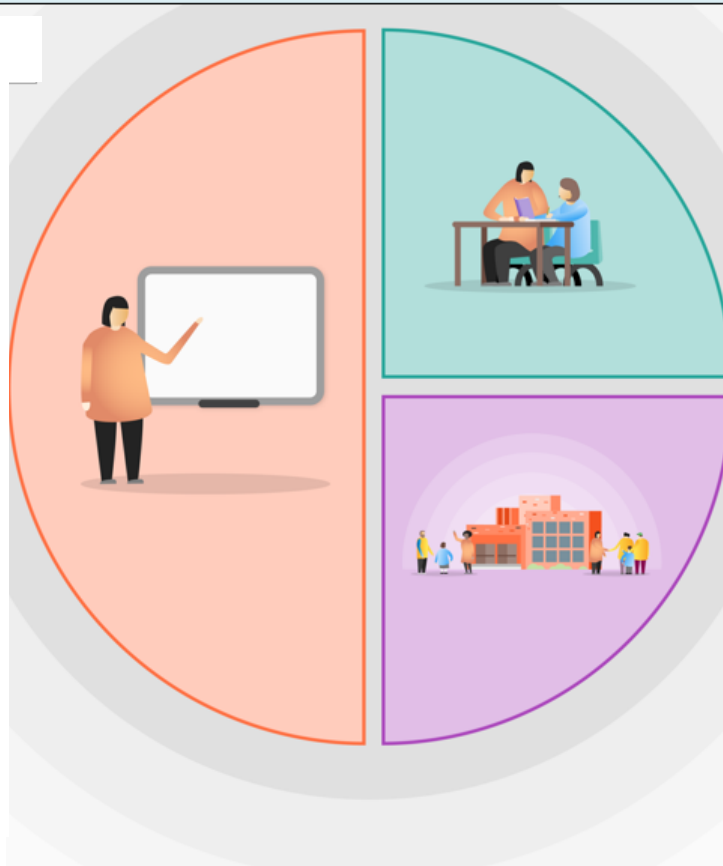
1 High Quality Teaching

1. Continued implementation of the Teaching and Learning Toolkit and research-led training to **ensure consistent, high- quality teaching for all.**
2. Training for all staff to ensure **verbal feedback is prioritised, clear and purposeful** for identified children
3. Continual programme of training aligned to **Read, Write Inc. Phonics, DSR (KS1), Reading Fluency (KS2) and Maths Mastery approaches** across the school to secure stronger teaching for pupils
4. **A continued focus on oracy** through NELI, and oracy building teaching strategies within and outside of the classroom. This will support children's vocabulary and language development across the board- both formally and informally
5. **Build in retrieval practice strategies within and across lessons** to allow children to know more and remember more across the curriculum
6. Develop greater rigour within **modelling and demonstrating opportunities within lessons**
7. **Routine use of 'assessment for learning'** within teaching through routine use of gap analysis to identify key teaching focuses within planning and teaching
8. Use of Thrive-based strategies to **develop children's emotional resilience** within and outside of the classroom
9. **Further develop the skills of Teaching Assistants** so that they responsively and purposely meet the needs of all children to become confident, independent learners

On One Hand:

All Pupil Premium Children receive....

1. Have their books marked first/in more detail
2. Receive one-to-one reading
3. Be subsidised for after school provision, trips and uniform
4. Be offered an electronic device (per family) to use at home
5. Families involved in extended, more frequent learning conversations



2 Targeted academic support

1. **Additional 1:1 reading** targeted at disadvantaged pupils.
2. To provide **school-led tutoring** for pupils whose education has been most impacted by the pandemic, including those who are Pupil Premium and high attainers.
3. Use of **Take 2** time so children 'keep up' to minimise the need for 'catch up' programmes.

3 Wider strategies

1. **Enhanced parent engagement** through additional parental communications.
2. **Home-learning support** through allocation of school laptops per family and invite to homework club.
3. Use of **Inspire Enrichment Passport** to support children's wider development and experiences.
4. **Subsidised for trips, uniform and after school provision including contingency fund** for acute issues.
5. **Breakfast club** provided for all disadvantaged including the Working Poor.

Further information on the Pupil Premium



This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.
<https://eef.li/pupil-premium/>



5. 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

Budgeted cost: **£22,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of the Teaching and Learning toolkit and research led learning to ensure consistent high quality first teaching for all (CPD).</p> <p><i>Teachers upskilled across the school with training. RWI and DSR focus in KS1. Whole Class Reading focus in KS2, Oracy, retrieval and Maths Mastery (Including HLTA up-skilling)</i></p>	<p>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</p>	1,2,3,4,5
<p>Training for all staff to ensure priority additional verbal feedback, which is clear and purposeful to identified children.</p> <p><i>Feedback policy adapted and able to be used alongside verbal feedback. Marking codes and 'live' marking used to aide progress.</i></p>	<p>Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF Feedback Weblink EEF Feedback Overall +6 months Written Feedback +5 months Oral Feedback +7 months</p>	1, 2,3,4,5
<p>Continual programme of training aligned to Read, Write Inc Phonics, DSR and fluency to secure stronger teaching of reading for all pupils.</p> <p><i>Timetables reflective of regular taught reading sessions.</i></p>	<p>Phonics approaches have a strong evidence-base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Phonics Weblink EEF Phonics Overall +6 months</p> <p>Daily supported reader is an approach used in Year 1 to support early reading with a focus on comprehension and fluency, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF Comprehension strategies +6 months</p>	1, 4

	<p>Research suggests that increasing opportunities for fluency in KS2 will impact positively on enjoyment and comprehension.</p> <p>The teaching of reading in KS2 to place greater emphasis on teaching fluency.</p> <p>EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Oral language +6 months</p>	
<p>A focus on implementing retrieval practice strategies to support the children's knowledge acquisition and to strengthen the learning within Year Groups and across Year Groups</p>	<p>Retrieval Practice strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge "out" and examine what we know.</p> <p>EEF Blog: Does research on 'retrieval practice' translate into... EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p>Continued focus on Oracy to support children's vocabulary and language development across a range of subjects</p> <p><i>Implemented in EYFS.</i></p>	<p>Oracy is key to children accessing the curriculum.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Further develop effective modelling and demonstrating strategies with all teaching adults so children have the 'best models' to draw on when working independently.</p>	<p>The quality of the modelling and demonstrating of the core knowledge and skills within a lesson is arguably the most important factor in lesson quality by the Teacher/ HLTA/ TA leading the session. This links into metacognition and all children being aware of 'what they know' and how they will 'use and apply what they know' within the independent part of a lesson.</p> <p>EEF blog: Working with worked examples - Simple techniques to... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Modelling Independence - The 'Seven-step Model'... EEF (educationendowmentfoundation.org.uk)</p>	1,3,4
<p>Further personalisation and development of the Maths curriculum aligned with maths mastery project.</p> <p><i>Teachers given further guidance and training in personalising Maths-No Problem! to the needs of each class, alongside being given more flexibility.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF Maths Weblink</p>	1,5
<p>Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing and maths.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Crucial focus on plan, teach, assess cycle.</p>	1, 3,4,5

<p><i>Termly assessment points. Teachers us gap analysis grids to inform planning. Continue to build for writing.</i></p>	<p>Moving forwards, further strategic use of writing assessment data to inform planning and teaching focuses will ensure greater links and clarity within the plan, teach and assess writing cycle.</p> <p>EEF Diagnostic Assessment Link EEF blog: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Thrive and support for quality of social and emotional (SEL) learning will be routinely reviewed and developed.</p> <p><i>Learning Mentor leads Thrive sessions with children identified from action plans. Pastoral Lead supports identified families. Forest Schools to start if staffing allows.</i></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, behaviour and relationships with peers). Embedding Thrive linked to the school values and ethos, supporting pupil self-regulation, Pastoral team targeted support, Thrive small groups and Forest schools.</p> <p>EEF Social Emotion Learning Link</p>	7
<p>Develop, through training, the skills of Teaching Assistants and HLTAs so that they more responsively meet the needs of all children.</p>	<p>Whilst there has been a huge increase in the number of teaching assistants available in schools over the last 20 years, high quality training and deployment has been patchy. Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and knowledgebase of these staff will rapidly improve children academic performance, attitudes to learning and relationship with peers.</p> <p>This Academic Year, will see HLTAs across Whittle Academy take part in a bespoke cross-Trust Teaching Assistant Programme. The programme will focus on sharing and utilising the latest research into feedback within the classroom, dialogic teaching as well as developing metacognition through effective modelling and demonstrating opportunities with the children.</p> <p>EEF Teaching Assistant Link</p>	1, 2, 3, 4,5

Targeted Academic Support

Budgeted cost: **£36,310**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1: 1 reading targeted at disadvantaged pupils who require further phonics support.</p> <p><i>PP children identified in class Reading Records and focussed on for additional support. Reading</i></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>EEF Phonics Link</p>	1, 3

interventions put in place to improve phonics skills.	<u>See above links to reading comprehension and fluency</u>	
To provide school-led tutoring for identified pupils prioritising Pupil Premium and disadvantaged including high attainers <i>Small group tutoring has taken place across year groups 2, 5 and 6 as a priority.</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>EEF Small Group Tuition Link EEF Small Group Tuition +4 months</p> <p>One to one tuition is very effective although high cost. Research indicates that it is most effective when linked to normal lessons. One to one tuition EEF (educationendowmentfoundation.org.uk) EEF One to one Tuition +5 months</p>	1, 4
Use of Take 2 time so children 'keep up' to minimise the need for further intervention programmes.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>This year, the focus will be on using this time to share verbal feedback with children as ensuring that they use this feedback to impact on their learning immediately.</p> <p>EEF Small Group Tuition Link EEF Small Group Tuition +4 months</p>	1,2,3,4,5
Implementation of specific intervention for reading and writing in Key Stage Two. Fresh Start	<p>Ensuring that all children become fluent in their Reading and Writing within KS2 is of utmost importance, particularly for our disadvantaged children or those falling behind.</p> <p>This year, the focus will be on 'closing this reading and writing gap' by using a systematic English intervention within Key Stage 2.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	

Wider Strategies

Budgeted cost: **£8,077**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced parent engagement through additional parent communication.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Moving forwards, additional parental workshops will be made available for Reading, Writing and Maths.</p> <p>EEF Parent Engagement Link EEF Parental Engagement +3 months</p>	6(all)
Use of Inspire Enrichment Passport to support children's wider de-	<p>By 'Character', we mean a set of attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and</p>	6,7,8

<p>velopment and experiences.</p>	<p>beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. Pupil Premium children in our setting tend to have less opportunities and exposure to enrichment type activities that help them develop their wider character and confidence for life.</p> <p>EEF Life Skills & Enrichment Link</p> <p>EEF Arts Participation +3 months</p>	
<p>Subsidised trips, uniform and after school provision - Contingency fund for acute issues.</p> <p><i>Funding support where needed across year groups. School fleeces allocated to children. Funding support provided for trips. PP families offered After School Clubs each term.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Trial Breakfast Club provided for all targeted children</p>	<p>Free Breakfast Club offered to all FSM children to tackle persistent absenteeism, lateness, pupil self-regulation and prepare children for learning and interventions at the start of the day.</p> <p>FSM Breakfast Club</p> <p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p>EEF Social and Emotional Learning +4 months</p>	<p>9</p>

Total budgeted cost: £66,707

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 2020 to 2021 academic year.

Review of 2021/22

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than the performance of all children and non-disadvantaged in the core subjects.

We have continued to respond quickly after the school closure periods and the continued impact of Covid-19, providing children in Year 6 with high quality extra tuition through the National Tutoring Programme. Other children in Key Stage Two were supported through School Led Tutoring funding including in the summer holidays. We focused our interventions on Take Two and 1-to-1 reading especially for those in the lowest 20%. There was still some disruption, especially during the Spring term due to COVID. We strongly believe that without daily face-to-face teaching and the immediate intervention provided by our skilled teachers and support staff within lessons, our pupil premium pupils have fallen behind their peers. Our pupils in Key Stage One attained broadly in line with national and the targets set including for our pupil premium learners showing the impact of RWI and DSR in particular.

Although overall summer term attendance in 2021/22 for disadvantaged was 91.2% compared to 92% for all children, this was broad line with National.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

At Whittle Academy, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Whittle community. We all hold our families in very high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way. We rarely say no because it is just the right thing to do

Aim	Outcome
<u>Quality of teaching for all</u> Effective implementation of the curriculum.	Phonics data was good with 82% (83% PP) of Year 2 passing the screening and 78% of Year 1 children. The ability to implement DSR and RWI groups was inconsistent due to COVID related staffing absence and the next step is to ensure that the Year 1 PP children who did not pass the screening in Year 1 are targeted. At the end of Year 2, data was consistent with national across all subjects and the attainment of PP children was in line with all in all subjects. Attainment in Maths

	<p>in the Year 4 multiplication check was also in line with national. Our next step is to target attainment and progress by the end of Key Stage Two.</p>
<p><u>Targeted Support</u></p> <p>Recovery curriculum along with bespoke interventions implemented across school.</p> <p>Responsive adaptive teaching strategies, pastoral support and 1-to-1 tuition to take place to support individual children</p>	<p>Stripped back timetables to enable time to support pupil well-being and focus on core gaps in learning were regularly reviewed to ensure impact.</p> <p>Baseline assessments enabled teachers to identify gaps for children.</p>
<p><u>Other Approaches</u></p> <p>Attendance is regular, consistent and in line/better than national expectations. Persistent lates and absenteeism are reduced.</p>	<p>Although attendance was tracked thoroughly and was broadly in line with National picture this is still something for us to target. We continued to work hard to encourage families to send their children to school, unless showing COVID symptoms. The other challenge was families refusing to test and therefore isolating their whole family for a period of fixed days.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.