

Pupil premium strategy statement December 2024

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Mary's Fields Academy
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Nott, Head Teacher
Pupil premium lead	Joseph Clark, Deputy Head Teacher
Governor lead	Kevin Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,040

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Fields Academy, our ultimate objective is that all pupils, including those that are disadvantaged, make good progress and achieve their full potential. The staff and Governors at St Mary's Fields Academy have developed a progressive curriculum based on the shared understanding of what we want our pupils to take with them into their future lives. We deliver a curriculum that is relevant for our cohort of children in the fact that it is designed to develop the whole child and prepare them for their future learning journey. Its design unlocks their potential, allows them to explore and discover, learn new skills and gives them knowledge. Children will be motivated to want to know more and be able to do more and remember more. We aim to produce life-long learners through a curriculum based on a blend of skills, knowledge and character education. We want our pupils to be safe, motivated and friendly. Our hope is to have happy pupils that feel their education is both enjoyable and memorable. The academy is supported by the L.E.A.D. Trust values that instill the principles of lead, empower, achieve and drive in both staff and pupils.

Our data shows that our outcomes for pupil premium children, in terms of progress and attainment, fluctuates according to different cohorts and individual children's needs. Some children have multiple needs such as SEND and EAL as well as being classed as pupil premium. Current data shows that only 41% of our pupil premium pupils are just pupil premium and do not have either EAL or SEND. 46% of our pupil premium pupils also have EAL and 16% of our pupil premium pupils have SEND. 3% of our pupil premium pupils have both EAL and SEND.

Our approach will ensure:

- That all pupils, including those who are disadvantaged, have access to learning that is both challenging and meets their needs.
- Ensure that all pupils, including those who are disadvantaged, have access to all the opportunities and experiences that are made available to them all, both inside and outside of school hours and can attend all of the educational visits.
- That all staff take responsibility for all pupils' outcomes, including those of the disadvantaged, and raise expectations of what all pupils can achieve.
- That interventions and support mechanisms are put in place as soon as a need is identified to ensure that all pupils reach their potential.
- That all pupils receive quality first teaching, by ensuring that pupils are always taught by skilled staff that receive a strong CPD offer in order to support them in delivering lessons effectively and that cover a broad and balanced curriculum.

Our strategy works towards a three-tiered approach that balances our approach to improve quality first teaching, target academic support and provide wider opportunities and experiences for all of our pupils.

Challenges

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

Context of St Mary's Fields Academy challenges

- The academy is larger than average with 450 pupils currently on roll. It is inclusive. A significant 69% of pupils speak English as an additional language, which is considerably higher than the national average, with over 40 different languages represented. The number of new arrivals who are either new to English or possess limited English language skills is on the rise. 40% of pupils have not yet achieved proficiency in English, which hampers their ability to engage with the curriculum effectively. 36% of pupil premium pupils have English as an additional language.
- Pupils at St Mary's Field come from a broad spectrum of socio-economic backgrounds, with many facing considerable social and economic challenges. This often results in low aspirations and limited experiences beyond their immediate environment, as they have not participated in a variety of common first-hand experiences. Surveys reveal that many pupils have never been on holiday, visited the seaside, or enjoyed day trips to theme parks, zoos, or farms. Consequently, this leads to a restricted general knowledge of the wider world, a deficiency in related vocabulary, comprehension skills, and the ability to visualise concepts.
- The percentage of pupils with Special Educational Needs and Disabilities (SEND) is 14%, which equates to 61 pupils, four of whom have Education, Health and Care Plans (EHCPs). This is below the national comparator. However, this statistic may not fully represent the level of need particularly at SEND support. The school has prioritised CPD for staff to support early identification of pupils with SEND traits and ensure that pupils are in turn supported appropriately and effectively. The Academy is also working hard with parents of pupils with identified need to ensure that parents are informed and supported to ensure that their child receives what they are entitled to and gets the education that they need and deserve in an appropriate setting. Some of our pupil's parents struggle to communicate effectively with their child's GP to ensure that their needs are met. Parents are often reluctant to accept that their child has a SEND need, often due to a lack of understanding or a misunderstanding due to the language barriers or culturally differing perceptions of what defines a pupil with SEND.
- The proportion of pupils eligible for Pupil Premium stands at 23% and this is decreasing year on year. However, this figure varies across different year groups. For instance, in Years 5 and 6, the percentage of Pupil Premium pupils ranges from 30% to 35%, but it is as low as 12% in Year 1 and 2. The academy recognises that various factors contribute to families not qualifying for free school meals, resulting in lower Pupil Premium numbers. Leaders recognise that many of the families at St Mary's Fields experience significant social disadvantages, and due to the diverse community served, the Pupil Premium percentage and funding are considered to not fully reflect the true needs or socio-economic characteristics of the pupils. We know that many of our families are not entitled to benefits or do not meet the threshold, but are as disadvantaged and often even more so. We know that many of our parents work very long hours or have two parents working opposite day and night shifts, leading to parents being time poor and struggling to support their child at home. These factors also effect parental engagement with the school or parental attendance at important school events.

Challenge number	Detail of challenge
1	<p>Reading, Writing and Maths attainment.</p> <p>Internal and external assessments indicate that reading, writing and maths attainment is below national expectations. This is particularly true for our most disadvantaged pupils, many of which do not aspire to become pupils that achieve greater depth.</p>
2	<p>Speech, language and communication needs – Lack of oracy and early communication skills & have a lack vocabulary (depth & breadth) and access to high quality texts to support development of these</p> <p>At St Mary's Fields Academy, many of our pupils enter the school with low oral language skills, limited vocabulary and speech and language needs. 69% of our cohort have English as an additional language and a high percentage of these arrive at the school being new to English. 46% of our pupil premium pupils are also classed as EAL. Communication and language in the EYFS is the lowest attaining area historically at Baseline. White British children that join in FS2 also have low communication and language levels, speech and language delays, impoverished language and have limited conversation and interaction skills. Under developed oral language skills are evident from EYFS through to KS2 . Baseline for 24-25 shows that 69% of pupils joined the school working below the expected entry level in Communication and Language - Speaking.</p> <p>Many pupils have limited access to high quality texts at home, that are both age appropriate and have language and vocabulary at the correct level for their age and stage. Many have difficulties in reading and are reluctant readers, as a consequence to this, pupils often struggle to write creatively too.</p>
3	<p>Limited life experiences – wider cultural capital</p> <p>Children are not exposed to a wide variety of life experiences that allow them to experience, in context, the vocabulary required to access the curriculum. Questionnaires have shown that our cohort of children have limited access to events and visits to places of interest. Only a few of our pupils have ever been to the cinema or ten pin bowling, visited zoos or theme parks, or even been on a picnic or taken a holiday to the seaside. This was exacerbated by the pandemic for many of our pupils and is especially true for our PP / disadvantaged children, as their parents have limited funds to access extra-curricular activities. The impact of pupils having limited real life experiences means that they are unable to draw on prior knowledge and experiences when thinking and discussing events and objects in context. Pupils struggle to visualise when vocabulary is new to them. Children have limited access to enrichment activities outside of school and haven't had the opportunities to explore areas beyond their locality. Few of our pupils play sports or belong to a team or club outside of school, have swimming or musical instrument lessons and/or be part of the scouting groups, martial arts clubs, etc.</p>
4	<p>Attendance & Turbulence</p> <p>Attendance for children classed as pupil premium is currently around 94%, this is below the National expectation of 96% and above, but is in line with the attendance of all pupils and the current national attendance data. Pupil premium pupils and those pupils with SEND though are often the pupils that are persistently absent or take term time unauthorised holidays.</p> <p>Mobility data for the Academy is still higher than average at 20%, for several years it had been around 25%. This high rate of turbulence means that often children are between schools, awaiting places, for a significant period of time and this means gaps in their learning widen.</p>

5	<p>Well-being & mental health / SEMH needs</p> <p>Our assessments, observations and conversations with pupils and parents indicate that the number of pupils' struggling to manage their own wellbeing or have poor/severe mental health is on the increase. Many of our pupils, particularly those that are disadvantaged, appear to be more significantly affected over the years. In order for these children to access learning, the Academy needs to address such matters and work with the NHS, wider professionals and support teams and the families to support pupils effectively. The impact has resulted in pupils missing out on lessons and learning opportunities, due to being distracted, unable to access the learning in larger class size groups or having poor attendance. This creates significant skills and knowledge gaps that then often lead to pupils falling further behind age-related expectations.</p>
6	<p>Pupils with undiagnosed SEND conditions, due to a current 3 year wait to see the paediatrician – or are un-medicated due to a lack of availability of ADHD medication.</p> <p>The school is currently supporting several pupils with high SEND needs that do not receive any additional funding or where the school is currently gathering the evidence from interventions that have been put in to place in order to apply for funding. There is a rise in EYFS pupils that are starting school with high SEND needs where parents are not aware of their child's need/s or where the parents have sought advice and support but the waiting lists for paediatrician referrals are so long that pupils start school with no strategies or professional advice having been given to parents to support their child at home or in school. The behaviour of some of the pupils with high needs can be extremely challenging, but there are also the challenges of those pupils with diagnosed ADHD that are struggling to self-regulate due to not having regular access to their medication.</p>
7	<p>Cost of living crisis</p> <p>Some of our families are unable to provide their children with basic needs, such as food, appropriate clothing and heat. We have also provided some of our families with devices to enable them to access the internet and their homework, as many of our families do not have a PC, laptop or tablet. The school runs a Holiday and Food program during the school holidays where pupils have access to a range of activities and a meal throughout the holidays. Parents are given food hampers and vouchers during the Christmas holidays. Many of our pupil's names are also put forward by staff and the Family Support Worker to receive a 'toys on the table' toy at Christmas and the Academy's Business Manager regularly organises food parcels from the local food bank to give to our families most in need and she refers families to receive the Household winter fuel fund allowance. We have regular winter coat and school uniform collections, to enable us to provide families with essentials. Our family support worker helps to sign post our families to where best to get help and support. She supports parents with their applications for support and benefits. We have several families that are about to be evicted or are already homeless and living in local hotels.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved Reading, Writing and Maths attainment/outcomes of all pupils, with disadvantaged pupils performing in line with all pupils, at the end of KS1 & KS2.	<p>Improved KS1 and KS2 attainment in Reading, Writing & Maths compared to last year's data and considering the starting points for this cohort and the predictions that were made in September & revised in January. At the end of the academic year, the gap between disadvantaged and non-disadvantaged pupils has diminished and the Reading, Writing & Maths outcomes are in line with national data, or at least closed the gaps significantly.</p> <p>Data is analysed to show the improvements and progress of those disadvantaged pupils that have aspired to and worked towards achieving greater depth in R, W & M.</p> <p>ARE data is also improving. The percentage of pupils achieving the expected level in Reading, Writing and Maths is also improving and is nearer the National average.</p>
Improved oral language skills, communication and vocabulary for all pupils, but especially our disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. NELI interventions demonstrate good progress. (AR, PALS & Starling impact data)</p>
Increase enrichment opportunities to enhance the broad and balanced curriculum and ensure our pupils gain cultural capital.	<p>Children will have experienced a range of wider opportunities and experiences, which develop their knowledge, vocabulary and skills. Children are able to remember more and do more.</p> <ul style="list-style-type: none"> - Evidence through monitoring activities, floor books and Plicker quizzes, etc. <p>Subject leads to ensure experiences / trips are planned and mapped across the wider curriculum to ensure pupils have more opportunities to experiences they would not have had outside of school.</p> <p>Opportunities for music tuition and a wider choice of after school clubs and provision to be made available.</p> <p>Pupils to have the opportunity to access as many trips as financially viable, including residential, etc.</p> <p>Pupils to have themed history days in school.</p>

<p>To achieve and sustain higher attendance percentages for all pupils but especially our disadvantaged pupils.</p>	<p>Sustained improved attendance from 2024/25 evidence by</p> <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 4% and the attendance gap between advantaged and disadvantaged to be no more than 0.5%. <p>The percentage of pupils who are persistently absent to be below the local authority / national persistent absentee figure. The gap between disadvantaged and non-disadvantaged to be no more than 1%.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school particularly for our disadvantaged pupils</p>	<p>Sustained levels of wellbeing and improved behaviour from 2024/25 through:</p> <p>Calm Clinic – Online Anxiety Support</p> <p>NHS – Mental Health Triage initiative – Pupils receive CBT/Cognitive Behaviour Therapy via a trainee Ed Psych in school.</p> <p>CAMHS referrals – supported by GP/Parents and SEMH team</p> <p>SEMH Team to support pupils on their caseload to ensure they are supported effectively in the classroom – working with Teachers & TA's on strategies & plans</p> <p>More staff to receive refresher training for the Mental Health first aid award.</p> <p>ELSA trained TA to run bespoke support sessions in the afternoons.</p> <p>Impact -Pupils report feeling safe, supported and are able to name a trusted adult.</p>
<p>Staff are confident to and are able to identify the pupils in the class with a potential SEND and ensure that they are added to the Early Monitoring List or SEND list after a discussion with the SENDCo & parents.</p> <p>Staff put strategies and interventions in place immediately – adaptive teaching methods and scaffolds support all pupils effectively.</p> <p>Interventions and support for needs are clearly planned for, progress is tracked and the impact is shared.</p> <p>To quickly identify gaps in children's learning when they join the school and ensure intervention or targeted support narrows any potential gaps in learning.</p>	<p>Improved progress levels demonstrated through;</p> <p>Higher percentage of pupils with SEND (improved from 14% - & more pupils receiving Element 3 funding & EHCP's)</p> <ul style="list-style-type: none"> - Better than average expected progress (6 points) in reading, writing and maths – assessments, observation as evidence - Children are baselined assessed and selected for intervention groups within 2 weeks of joining the school. Progress measured from baseline to end point on intervention trackers (monitored half termly) shows increased progress which leads to better than average expected progress (6 points) in reading, writing and maths - Improved induction process
<p>Families feel welcome, are confident to ask for support and school events are well attended and supported by parents.</p>	<p>HAF programme, food parcels, toys on the table, Household winter fuel funding, Family Support Worker – to run support meetings & sign post for support, uniform support, etc.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 61,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Spanish Lead teacher & PSHCE Lead teacher to teach their specialist subjects during PPA to all classes – Y1 – Y6 – Quality First Teaching – instead of a cover teacher for 3 days per week</p> <p>£16,029</p>	<p>EEF – evidence reviews – focus on ‘Foreign language learning and its impact on wider academic outcomes’ & The benefits of SEL – Social & Emotional Learning (+4 months)</p> <p>These teachers teach their specialist subjects weekly across the school – understand the curriculum, its progression and related assessments. They have knowledge of all pupils (including those with SEND/SEMH needs) and so they can build relationships that ensure that learning is effective.</p> <p>Both Spanish & PSHCE are taught with a focus on oral language skills, communication and conversation.</p> <p>(EEF + 6 months)</p> <p>Lessons are also taught where there are lots of opportunities for collaborative learning approaches – mixed ability groups – group work collated in floor books rather than in individual work books (EEF +5 months)</p>	1, 2, 3, 5, 6
<p>Reading Leads to have release time (one day per week – covered by a teacher) to lead on Reading – ensuring that Accelerated Reader is being embedded correctly – monitoring and supporting the teaching of ‘Reading Fluency’ & the pilot for the Starling Vocabulary Programme & run the library</p> <p>£9000</p>	<p>The EEF’s How to improve outcomes guides for Literacy in Primary schools discuss;</p> <p>Oral language development (+ 6 months) Vocabulary in Action Reading Fluency & Reading Comprehension (+ 6 months)</p> <p>All of these are covered by the PALs Reading Fluency Approaches having been adopted by the Academy, alongside the Y4 & Y5 pupils being part of the Vocabulary in Action – Starling Vocabulary Pilot Programme.</p> <p>The Academy also uses ‘Accelerated Reader’ to assess reading comprehension, inform teachers of gaps and strengths and sign post pupils to the correct challenge of a book, with the associated vocabulary.</p>	1, 2, 3

<p>EYFS Lead teacher to have a day release per week – covered by a qualified teacher. Ensuring continuity in the classroom and that the EYFS lead is able to focus on SEND provision for ‘Little Acorns’ & time to track attendance for EYFS and work on the Oracy EYFS action plan and work with the AHT/writing lead to ensure that writing improves across the EYFS</p> <p>£9000</p>	<p>EEF evidences that the oral language interventions such as NELI offer a +6 months potential impact</p> <p>The EYFS Lead spends time every few weeks in designing and inviting parents in for workshops and demonstrations and encourages parental engagement (EEF + 4 months)</p> <p>The EYFS Lead meets every few weeks with the AHT / Writing Lead to update their action plan for writing in the EYFS. They are looking at the guidance available on the EEF website specific to EYFS. Pupils are taught writing in small groups, sometimes on a 1:1 basis and benefit from immediate Feedback. (EEF + 6 months)</p> <p>EYFS Lead also promotes attendance in the EYFS as these aged pupils are usually the year groups and classes whose attendance is the poorest. She is sending home Newsletters and having weekly celebration assemblies with stickers for all the pupils that have attended during the week.</p> <p>The EYFS Lead has SEND Specialist school experience and has trained all the 1:1 TA’s up in how to run ‘Attention Autism’, ‘Makaton’ and enrichment sensory sessions in art therapy & aromatherapy sessions.</p>	<p>1, 2, 4, 6</p>
<p>Year 1 Teacher – Release time for Y1 one day per week - ECT teacher – for her ECT time and her PPA – ensuring that the class are taught by an experienced qualified teacher and that Phonics lessons are continued to be taught effectively</p> <p>£9000</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of + 4 months' progress. Effective teaching of phonics is more effective on average than other approaches to early reading (EEF)</p>	<p>1, 2</p>
<p>Assistant Head Teacher & Writing Lead to have one day per week non-contact time – covered by a qualified teacher / on</p>	<p>Quality First Teaching and EEF Teaching Toolkit and Leadership guides – discuss how to raise attainment whilst considering staff retention and supporting well-being.</p>	<p>1, 2,</p>

<p>HLTA salary - to concentrate on leading Writing, he observes lessons, supports staff with their planning, delivery and resources. The AHT keeps up to date with research and CPD.</p> <p>He carries out informal and formal monitoring of teaching and learning.</p> <p>Academy Improvement Plan - focus on writing – aiming to increase attainment.</p> <p>Staff training given and monitoring is tailored to focus on school development priorities.</p> <p>Staff are released to observe good practice both within and beyond the school.</p> <p>Staff are able to access CPD linked to development of provision for their subject.</p> <p>Staff are given time to develop planning to encompass enrichment opportunities.</p> <p>£5,715</p>		
<p>Half day a week release time for the Maths Lead – Time for monitoring, support with planning and resourcing and CPD.</p> <p>£3083</p>	<p>‘How to raise attainment in Maths’ & Mastery Maths guides on the EEF & Teacher Toolkit support the Maths Lead</p>	<p>1, 2</p>
<p>CPD – L.E.A.D. Equate – Trusts Teaching School</p> <p>£5000</p>	<p>Staff are able to access CPD linked to development of provision for their year groups and their subject lead area.</p>	<p>Underpins all</p>
<p>Professional Support</p> <p>£4800</p>	<p>Leicester Primary Partnership & School Improvement Leicester subscriptions offer access to a wide range of support – including a School Improvement Advisor, several networks (Heads & Deputy’s) and CPD, including access to the WALKTHRU’s CPD & resources.</p>	<p>Underpins all</p>

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

Budgeted cost: £ 52,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Level 3 TA in EYFS/KS1 for Little Acorns – Unofficial Designated Specialist Provision Lead TA.</p> <p>SEND provision – Targeted – structured intervention, such as Attention Autism, etc. Enrichment Activities – including Forest School, Art therapy, aromatherapy, Lego Therapy.</p> <p>£21,042</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children.</p> <p>They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>(EEF +6 months – oral language interventions)</p> <p>(EEF TA interventions +4 months)</p>	1, 2, 3, 4, 5, 6
<p>Level 3 TA in EYFS for NELI- Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills.</p> <p>In early years communication sessions are timely and focus on specific needs – oracy, phonics, talk boost, Funtime and NELI</p> <p>£9,321</p>	<p>The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills.</p> <p>The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.</p> <p>Robust evaluations found NELI children made on average +3 months of additional progress in language. (EEF)</p>	1, 2, 3, 4, 5, 6
<p>School led tutoring - Year 6 pupils have a focus on editing their writing during their sessions – Teacher on a 1:1 basis</p> <p>£10,686</p> <p>Unqualified Teacher x 4 afternoons to release Hannah Clark – Y6 teacher & Writing moderator</p>	<p>Evidence from the EEF toolkit suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>1:1 tuition Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition</p> <p>Academic coaching focuses on one to one editing in their writing.</p>	1, 2, 3, 5, 6

Accelerated Reader programme & Books £3000	EEF Reading Comprehension strategies +6 months <i>+ access to high quality texts</i>	1, 2, 3
Technology - + devices for internet access £8000	<p>The school has purchased new iPad's with this year's funding – This has enabled us to then offer out more of the old devices.</p> <p>The new devices ensure that classes have sufficient iPad's to allow pupils to take their Accelerated Reader Comprehension Quizzes</p> <p>Evidence has shown that ensuring access to technology is especially important for disadvantaged students. Many reviews have identified a lack of technology as a barrier to successful remote learning – for example, according to a recent report from the Sutton Trust, deprived schools reported that more than a third of their students would not have adequate access to an electronic device for learning from home. An Education Endowment Fund report also states it is disadvantaged students who are most likely to be disproportionately affected.</p>	1, 2, 7

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

Budgeted cost: £ 31,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker. Our FSW works closely with the EWO and they are aware of the children and families who need support. The FSW is directed to prioritise time to ensuring children attend school and creates positive links with our families.</p> <p>£23,364</p>	<p>Based on DfE findings, low attendance has shown to have an impact on outcomes for children. EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4.</p> <p>Parental involvement is consistently associated with pupils success at school (Sutton Trust and EEF Teaching and Learning Toolkit) The EEF identified 'Parental Engagement' as an area which had the potential to positively impact pupil attainment. (+4 months)</p>	<p>1, 2, 3, 4, 5, 6, 7</p> <p>Underpins them all</p>

ELSA training for teaching assistant - To provide SEL interventions £500	Social and emotional learning approaches have a positive impact, on average, +4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF)	5
Educational Visits and enrichment opportunities (capital culture) across all key stages to increase learning, oracy and vocabulary development. £7,500	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately +6 months' additional progress over the course of a year. (EEF) Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.	2, 3
Bespoke family provision – uniform, coats, music lessons, swimming lessons Charity/donations/parents contributions	Evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress. *Business manager supports requests for additional support – she helps to supply these items.	4, 5, 6, 7
HAF project – this is funded by the DfE for FSM/PP pupils only. HAF grant / Parents of non PP to pay for their child to attend	The school helps pay for vulnerable pupils/families to attend. There are additional costs for cleaning/premises. The grant pays for staff and resources. *58 families attended the Winter/Christmas HAF event.	4, 5, 7

Total budgeted cost: £145,040

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.

- Our FSW continues to support our most vulnerable families. She works two and a half days per week.
She attends parents evenings, carries out home visits, attends TAF – Team around the family meetings, supports the attendance team and the DSL – Designated Safeguarding Lead. She also does gate duty and senior leadership duty at lunchtimes. She supports with parental contact and helps translate when necessary too. She helps parents with applications. We meet on Wednesdays each week to discuss current safeguarding cases so that our FSW keeps up to date, knows who she needs to speak to etc. She often carries out home visits for those with low attendance and has strong links with our EWO. She supports families at risk of eviction and those that are living in temporary accommodation. She helps with food parcels, toys on the table and the HAF programme in the holidays.
- Below is information regarding referrals that have been made for our disadvantaged families in the last 12 months:
 - HAF projects each school holiday – 58 families
 - Winter Fuel / Fund Allowances – 80 families referred
 - Food Parcels – families signposted to the neighbourhood centre next door
 - Toys on the table – 33 families referred
 - White goods – family provided with white goods due to fleeing domestic abuse
 - Baby Basics – charity supports families that need help with baby equipment.
- CEIPS (Educational Psychology service) worked with Y6 around anxiety, especially with transition to secondary school. All children who took part, and their parents, found the sessions helped with their worries and enabled them to find ways and strategies to help.
- Educational Visits and enrichment opportunities (capital culture) across all key stages to increase learning, oracy and vocabulary development. Trips — All year groups attended the Into Film Festival Cinema Trips. EYFS – Farm Trip, Year 1 - Twycross Zoo and The Toy exhibition at the museum in Peterborough, Year 2 – Botanic Gardens, Year 3 – Pooles Cavern & Aylestone Meadows, Year 4 – Harry Potter Studios, Yorvik Centre / Viking Day visitor into school, Y5 – Richard III museum & Space Centre, Y6 – House of Parliament, London, Isle of Wight Residential.
- HLTA — one morning per week cover to cover subject lead/coordinator for CPD, monitoring or teaching and learning. This happened each Thursday morning to enable School Development Plan work to take place, focusing on the key areas of writing and oracy to increase attainment, staff training and monitoring is tailored to focus on school development priorities, staff are released to observe good practice both within and beyond the school, staff are able to access CPD linked to development of provision for their subject and ensure that staff are given time to develop planning to encompass enrichment opportunities.
- Level 3 TA in Nursery / EYFS for NELI- Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. In early years communication sessions are timely and focus on specific needs — oracy, phonics, talk boost, Fun time and NELI.

- NELI / EYFS/ Reception — A Level 3 teaching assistant runs the Nuffield Early Language Intervention (NELI) which is a 20-week programme. Each group has 3 sessions per week which are 30 minutes each. The children are assessed on vocabulary and narrative before the programme and those identified as 'red' are put on to the programme. At the start of the year, there were 29 red children across F2. There is a mid-point assessment, which has been completed. The majority of children have made progress. On Fridays, the teaching assistant runs an 'amber' group for those children who were assessed as slightly higher but would still benefit from additional support.
- Level 2 TA in KSI for NELI - A teaching assistant runs this in year 1 – Children that didn't complete the programme in EYFS.
- Year 1 Teacher — Phonics intervention — one day per week - A teacher works with those children who were not working at expected at the end of F2 in reading. They are the children who were close and not SEND or EAL. She has been working on word reading with 12 children each week. She spends 15 minutes one to one with each child. There is a focus on phonics and high frequency words. She makes individual, bespoke tasks for the children based on what they need and ensures she speaks to the teaching assistants across year 1 to ensure they follow up the work in class during the week.
- Year 2 Teacher — 2.5 days per week -Targeted Academic Support/ Interventions – A teacher works with year 2 children, targeting the bottom 20% across all 3 subjects. Reading – Initially working with reading groups but now has 8 individuals as the rest have made the expected progress. 2 days per week x 15 minutes per child. Maths — focusing on getting children to working towards, working on the 4 operations. There are 7 children. They won't be at expected but will be working within year 2. 2 days x 45 minutes. Writing — 8 children, hoping that they will reach working towards. There are 6 definite and 2 who she is unsure about. 2 days per week x 1 hour. This teacher plans with the other year 2 teachers and plans for her groups accordingly.
- Academic Coaching - Year 5/6 pupils have a focus on editing their writing during their coaching sessions.
- School-Led tutoring in Y3 – These were the cohort with the most concerns / lowest ability – more PP pupils to target. They ran on one night a week and were spread between three teachers – for Reading, Writing and Maths. These sessions ran every week from October until June.
- SEMH Training for teaching assistants - Was run by 3 members of the SEMH team. There was a big focus on attachment and trauma and how it can affect children in school.
- SEND forum visits by professionals – Open discussions around pupils of interest or concern.
- Senior Leader Mental Health Training. Laura Haycock completed.
- Pupil Premium pupils get all their trips offered at half price/50%.

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