

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	Smawthorne Henry Moore Academy
Number of pupils in school	466 (408 full time pupils)
Proportion (%) of pupil premium eligible pupils	150 pupils
Academic year/years that our current pupil premium strategy plan covers	3 years (2024-2025 to 2027-2028)
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026 (termly mini reviews)
Statement authorised by	Sophie Dixon, Headteacher
Pupil premium lead	Jessica Goldsmith, Deputy headteacher
Governor / Trustee lead	Nadine Cowell, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,565
Recovery premium funding allocation this academic year	£0
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	£213,565

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important that leaders consider the context of the school and the subsequent challenges faced. At Smawthorne Henry Moore Academy our intention is that all pupils, irrespective of background or the challenges they face, make good progress and achieve attainment goals across all subjects.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by disadvantage, backgrounds, home life and attitudes.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and Nationally.
- ✓ Ensure all pupils are able to read fluently and with good comprehension to enable them to access the wider curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional well-being and to develop resilience.
- ✓ Access a wide range of opportunities and experiences to develop their knowledge and understanding of the local community and wider world.

It is also worth noting that many of our pupils entitled to Pupil Premium funding (and a significantly high proportion of those who are not) also often face multiple and complex vulnerabilities which are a barrier to good achievement. Many of our pupils enter school with skills significantly below those expected for their age, and so have exceptionally low starting points.

Smawthorne Henry Moore Academy aims to use Pupil Premium funding to ensure high quality teaching and learning for all groups of learners. Leaders will also carefully research and consider evidence based recommendations and implement effective approaches and intervention, in order to eradicate these barriers over time and accelerate pupil progress.

Challenges

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

Challenge number	Detail of challenge
1	<p>On entry to Early Years, pupils' speech and language skills are below age-related expectations leading to potential delay across school. Poor oracy skills and vocabulary knowledge and application continue to be a barrier across KS1 and KS2.</p> <p>Sept 24 entry data for Nursery states that 59% are below age related expectations in CLD.</p>
2	<p>Assessment, observations and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This significantly impacts their development as readers and ability to access the wider curriculum. The first assessments (Autumn term, 2024) for RWI show that only 25% of pupils are at ARE.</p>

3	<p>Internal and external data (where available) indicate that reading attainment among disadvantaged pupils is significantly below that of their peers.</p> <p>The most recent internal data (July 24) states a gap of -13% between disadvantaged pupils and non-disadvantaged pupils in reading.</p> <p>The most recent KS2 external data (July 24) states a gap of -17% for all pupils at ARE in reading compared to NA, and a gap of -31% for disadvantaged pupils, compared to NA all other pupils.</p>
4	<p>Internal and external data (where available) indicate that writing attainment among disadvantaged pupils is significantly below that of their peers.</p> <p>The most recent internal data (July 24) states a gap of -12% between disadvantaged pupils and non-disadvantaged pupils in writing.</p> <p>The most recent KS2 external data (July 24) states a gap of -22% for disadvantaged pupils in writing, compared to NA all other pupils.</p>
5	<p>Internal and external data (where available) indicate that maths attainment among disadvantaged pupils is significantly below that of their peers.</p> <p>The most recent internal data (July 24) states a gap of -14% between disadvantaged pupils and non-disadvantaged pupils in maths.</p> <p>The most recent KS2 external data (July 24) states a gap of -24% for disadvantaged pupils in maths, compared to NA all other pupils.</p>
6	<p>Some pupils that are eligible for Pupil premium funding, also have specific SEND needs. Some pupils are identified as having a number of factors impacting on their attainment and progress including, EAL, SEN, CP, Mental health etc.</p> <p>Increased number of referrals for Early Intervention, where SEMH need is present both at home and in school. A number of PP children are also on the Safeguarding register. (Nov 24 = 18%)</p>
7	<p>Level of educational engagement has decreased for some pupils across school. Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve.</p>
8	<p>Social, emotional and mental health needs often lead to poorer behaviour within school and attitudes to learning/school. Suspension figures for 23-24 were above National statistics.</p> <p>Increased number of pupils entering Early Years with SEMH.</p>
9	<p>Reduced attendance, punctuality and level of persistent absence. Attendance of children eligible for PP is lower than the rest of pupils.</p>
10	<p>Lack of access to wider experience and enriching learning opportunities.</p> <p>Parents of pupils eligible for PP funding sometimes have low academic expectations and do not always engage with their child's education.</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 oral language skills and vocabulary among disadvantaged pupils.	<p>Increased attainment within the area of Communication and Language development across Early Years.</p> <p>Accelerated progress for disadvantaged pupils so that they are inline with their peers.</p> <p>Significantly improved oral language among disadvantaged pupils in KS1 and KS2.</p>
<p>Improved phonics and early reading attainment.</p> <p>All pupils can read well by the end of KS1.</p>	<p>Teaching of RWI phonics programme is securely good across EYFS and KS1.</p> <p>Targeted intervention for disadvantaged pupils/'spotlight' children supports strong progress.</p> <p>Improved outcomes at the Year 1 PSC. Outcomes are inline with National Average.</p> <p>Reading outcomes at the end of Year 2 are inline with National Average.</p>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	<p>Teaching of reading, writing and maths is securely good across KS2.</p> <p>Feedback to pupils is effective in moving pupils learning forward.</p> <p>Effective deployment of support staff impacts positively on pupils attainment and progress</p> <p>Disadvantaged pupils' attitudes towards reading, writing and maths are positive. Pupil interviews and lesson observations demonstrate good application of skills and knowledge.</p> <p>Reading, writing and maths outcomes at the end of KS2 are inline with National Average by 2024-25.</p>
Pastoral support for disadvantaged pupils is exemplary.	<p>Improved attitudes towards school and their learning.</p> <p>Behaviour incidents are low.</p> <p>Off task, low level behaviour during lesson time is minimal and addressed by all staff.</p> <p>Procedures for pupils who experience disruption at home are embedded. There is good support for pupils following turbulent times at home.</p>
A robust approach to pupils' mental health and well-being is embedded.	<p>Pupils benefit from a whole school approach towards improving mental health and well-being, using the myHappyMind programme.</p> <p>Pupils struggling with their mental health receive appropriate, timely support by well trained experienced members of staff.</p> <p>Families feel fully supported by school.</p> <p>Develop the quality of learners' experiences within school, as well as supporting their attainment and progress.</p> <p>Support and improve learners' specific needs, through a nurturing approach, therefore reducing the number of incidents of pupils arriving in school in an anxious state.</p>

<p>Disadvantaged pupils with additional needs are able to access their learning due to appropriate support.</p>	<p>All pupils can access a curriculum that is appropriate to their need through implementation of personalised learning.</p> <p>Teaching, for all groups of learners, is strong and reflects the barriers to learning faced by disadvantaged pupils.</p> <p>Staff are well trained and supported to implement personalised learning and support.</p> <p>Targeted intervention for disadvantaged pupils supports strong progress.</p>
<p>Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Increased attendance figures across school for whole school, groups of pupils and individuals by 2024-25.</p> <p>Persistently absent pupils to improve their attendance figure.</p> <p>Pupils and families with low attendance/PA and/or poor punctuality are effectively supported and challenged to improve attendance outcomes.</p>
<p>Pupils benefit from a wide range of opportunities and experiences that create long lasting memories and a pride in their educational achievements.</p> <p>Parents have high expectations for their child.</p>	<p>All partnerships hold a shared vision to provide the highest standard of education for pupils.</p> <p>A bespoke varied curriculum is carefully created and implemented to meet the needs of every child, supported by well selected experiences.</p> <p>Opportunities to build upon and embed prior knowledge ensures pupils are well prepared for the next stage of their education.</p>

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: £118,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years leader to ensure communication friendly settings with high quality adult-pupil interactions and opportunities for early language development. Effective monitoring across the Early Years setting, modelling best practice and providing immediate support where necessary. A strong vision and principles support Early Years practitioners to provide the very best start for all children in all phases of Early Years. High quality learning environments and effective provision support the development of pupils communication and language skills.</p> <p>CPD: Early Years leader to attend all relevant EYFS training and disseminate to all EYFS staff. Bespoke training provided to staff new to the Early Years and all staff to benefit from the key messages following the Accomplish support package. Trust leader to work with and support staff in developing core principles that run seamlessly through Early Years.</p> <p>£20,310 £1,563 £3,693</p>	<p>There is strong evidence that suggests children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>-EEF Early Years toolkit shows that Communication and Language approaches can support progress (+6months). -EEF Preparing for Literacy, Improving communication, language and literacy in the Early Year, guidance report: point 1. -DfE, Improving the home learning environment, Nov 2018: Section 2. -Best start in life: part 1, part 2 and part 3.</p> <p>-Research is clear that high quality early education establishes the foundations for later success, including academic achievement, good health and well-being. -Whilst high quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed. (Gov.uk: research and analysis: Strong foundations in the first years of school, Oct 24)</p>	<p>1</p>
<p>Phonics and reading leader to ensure quality teaching and learning, modelling and monitoring effective teaching of RWI and providing coaching sessions as appropriate.</p> <p>CPD: Phonics and reading leader to undertake all necessary RWI training and disseminate training/information to all staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading , particularly for disadvantaged pupils.</p> <p>-EEF toolkit shows phonic intervention can support progress (+5 months). -EEF Improving Literacy in Key Stage 1, guidance report: summary point 3. -DfE, Teaching a broad and balanced curriculum for education recovery (June 2021):</p>	<p>2</p>

<p>Resources: RWI subscription and resources purchased, subsidised by the English Hub grant.</p> <p>£12,386 £1,906</p>	<p>“Making sure pupils catch up with their reading is a priority since it is vital for their access to the rest of the curriculum...a vital element of this is the successful; teaching of phonics.”</p> <p>-Although performance in the phonics reading check has improved by 21% points since it was introduced in 2012, disadvantaged children are still less likely to meet the expected standard. (Gov.uk: research and analysis: Strong foundations in the first years of school, Oct 24)</p>	
<p>Phonics and reading leader to ensure quality teaching and learning, modelling and monitoring effective teaching of early reading across EYFS and KS1, providing immediate support and coaching where necessary.</p> <p>CPD: Phonics and reading leader to undertake all necessary training and attend meetings delivered by the English Hub, Trust phonics lead and Accomplish training.</p> <ul style="list-style-type: none"> - Ambition for all - Reading beyond phonics/fluency - Reading culture - RWI - Fast Track tutoring <p>£12,386 £1,906 £2,252</p>	<p>There is a strong evidence base to suggest that the teaching of early reading is most effective when a balance approach is used, teaching both decoding and comprehension skills.</p> <p>-EEF toolkit indicates that on average, reading comprehension approaches improve learning by +6 months’ progress over the course of a school year.</p> <p>-EEF Improving Literacy in Key Stage 1, guidance report: summary point 2.</p> <p>-EEF Preparing for Literacy, Improving communication, language and literacy in the Early Years, guidance report: point 2.</p> <p>-DfE, Teaching a broad and balanced curriculum for education recovery (June 2021): “Making sure pupils catch up with their reading is a priority since it is vital for their access to the rest of the curriculum...a vital element of this is the successful; teaching of phonics.”</p> <p>-‘Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why the government is committed to continuing to raise standards of literacy for all. (DFE: The Reading Framework, July 2023)</p>	2
<p>Reading leader, alongside senior leaders, to promote and drive a positive reading across school incorporating opportunities for reading for pleasure through use of book nooks, inspiration stations and reading showcases.</p> <p>High quality and enticing texts to be used to facilitate the teaching of reading comprehension in all year groups.</p> <p>CPD: Reading leader to lead staff CPD focussed on high quality and effective reading fluency and comprehension strategies.</p>	<p>-The EEF toolkit states that: Practitioners should consider careful text choice at the appropriate level of challenge, developing pupils’ desire to engage with the text and giving them opportunities to practise.</p> <p>-The average impact of reading comprehension strategies is an additional seven months’ progress over the course of a year. Successful approaches are carefully tailored to pupils’ reading capabilities. Texts should provide an effective, but not overwhelming, challenge. (EEF teacher toolkit)</p>	2,3

<p>£12,386 £259</p>		
<p>Writing leader to ensure quality teaching of writing at every phase across school.</p> <p>CPD: Writing leader to disseminate the writing strategy at Smawthorne to staff at all levels so that key writing principles are understood by all.</p> <ul style="list-style-type: none"> - Progression within long term plans. Key skills being mastered in each year group so children do not fall behind. - High quality, instructional modelling. - Ensuring 'first 20%' receive the best guidance. - Reviewing children's attitudes to writing to break down barriers that pupil premium may have. - What effective feedback looks like. - All monitoring to focus on bottom 20% and disadvantaged children. - Writing leader to model high quality teaching to colleagues, with a particular with focus on coaching early career teachers. - Writing leader to ensure that children in all year groups are given sufficient time to practise taught skills. - Ruth Miskin handwriting scheme to be implemented in KS1. - Liaise with EYFS leader to develop writing strategy in reception, starting with Write Dance before implementing daily formal handwriting sessions from January onwards. (Handwriting practise to also take place within RWI sessions on a daily basis) - Accomplish SIA to work with writing leader to develop consistency across key stages with a focus on 'first 20%'. <p>£19,944 £1,534 £418</p>	<p>Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Extensive evidence suggests that teaching writing composition strategies through modelling and supporting practice improves literacy skills.</p> <ul style="list-style-type: none"> -Research shows that high quality feedback supports rapid progress (+6 months, EEF toolkit) -Metacognition and self-regulation supports progress by +seven months (+7months, EEF toolkit) -EEF Teacher feedback to improve pupil learning, guidance report: point 1-6. -The Principles of Instruction, Barek Rosenshine. -EEF Improving Literacy in Key Stage 1, guidance report: summary point 5 and point 6. - Schools introduce complex reading and writing too early. They do not give children enough teaching and practise to become fluency in foundational knowledge and skills, such as in handwriting and composing simple sentences. (Gov.uk: research and analysis: Strong foundations in the first years of school, Oct 24) <p>EEF Improving literacy in Key Stage 2, Recommendation 4: Teach writing composition strategies through modelling and supported practice</p>	<p>4</p>
<p>Maths leader to ensure quality teaching and learning for all children in mathematics by:</p> <ul style="list-style-type: none"> - enhancement of our maths curriculum, long term planning and delivery. 	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. Evidence suggests that mastery learning approaches could address these challenges for disadvantaged pupils by giving additional time and support to</p>	<p>5</p>

<ul style="list-style-type: none"> - accessing support and sustaining engagement with West Yorkshire Maths Hub. - development of detailed long term plans to include potential misconceptions and key vocabulary, to support teachers with understanding of each mathematical concepts. - comprehensive CPD for all staff on instructional teaching to support children learn sequentially and reduce cognitive overload (I do, we do, you do approach) - a consistent approach to give sufficient practise time for each skill so that children become progressively independent. - a shared ethos of all children keeping up with the small steps of learning. - a whole school approach to the teaching and learning of timetables. <p>CPD: Maths leader to undertake all necessary training and attend meetings delivered by the Maths Hub. NCETM Mastering Number training to be delivered to EYFS and KS1 staff, annually and teaching approach to be implemented. Experienced members of staff to coach new staff.</p> <p>£7,477 £2,729</p>	<p>pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <ul style="list-style-type: none"> -There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. (+5months, EEF toolkit) -Metacognition and self-regulation supports progress by +seven months (+7months, EEF toolkit) -EEF Improving Mathematics in the Early Years and KS1, guidance report: recomendation 3. -EEF Improving Mathematics in KS2 and KS3, guidance report: recommendation 1 - 6. - "Teachers spent time revisiting knowledge that they had previously taught and modelling new learning. Afterwards, children worked independently and practised what they had learnt...these approaches enthused the children, and being active participants helped them to learn and remember more." (Case study from: Gov.uk: research and analysis: Strong foundations in the first years of school, Oct 24) -DfE Mathematics guidance for KS1 and KS2. -The Principles of Instruction, Barek Rosenshine. 	
<p>Leaders' monitoring ensures that our most vulnerable groups of learners, including disadvantaged, the lowest 20% (first 20%) and SEND have access to high quality teaching, personalised learning and targeted support. Learning conversations take place with class teachers on a half termly basis and analysis/focus children referred to on a regular basis to ensure progress.</p> <p>Leaders utilise assessment data and pupils outcomes to strategically review and measure the impact of the curriculum.</p> <p>All leaders and the SENCO to partake in monitoring activities that are focussed on groups of learners, providing immediate support and guidance where necessary.</p>	<p>Evidence suggests that a variety of teaching approaches support pupils to access their learning, including flexible grouping, meta-cognitive strategies, explicit instruction, use of technology to support pupils with SEND and scaffolding.</p> <ul style="list-style-type: none"> -Metacognition and self-regulation supports progress by +four months (+4months, EEF toolkit) -The impact of collaborative approaches on learning is consistently positive. (+5months, EEF toolkit) -Individualised instruction supports progress by +seven months (+7months, EEF toolkit) -EEF Teacher feedback to improve pupil learning, guidance report: point 1-6. -The Principles of Instruction, Barek Rosenshine. -EEF, Making best use of teaching assistants. -EEF Special educational needs in mainstream school, guidance report: point 3 	6

<p>CPD: SENCO to undertake relevant training and disseminate to all staff. Staff to access key training including; Emotional literacy and Wakefield progression steps.</p> <p>£16,945</p>		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

Budgeted cost: £27,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics leader to support early reading skills by strategically analysing weekly progress data of Reception cohort, and reviewing groupings inline with abilities ensuring phonics teaching remains focussed. Attainment and progress closely monitored and tracked, weekly for Reception and half termly for KS1. RWI Fast Track used effectively to support the phonics skills for children in Reception, Year 1 and Year 2. RWI Fresh Start used effectively to support the phonics/reading skills for children in Key Stage 2.</p> <p>CPD: Phonics leader to undertake all necessary RWI training and implement proven based approach to teaching of phonics. All RWI practitioners to engage in weekly practice training sessions either face to face or via portal. New practitioners to attend RWI training. Reception staff to attend 'Making a strong start' training.</p> <p>£2,252 £10,343 £10,343</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>-EEF toolkit shows phonic intervention can support progress (+5 months). -Research shows that small group tuition supports rapid progress (+4 months, EEF toolkit) -EEF Improving Literacy in Key Stage 1, guidance report: summary point 3. -DfE, Teaching a broad and balanced curriculum for education recovery (June 2021): "Making sure pupils catch up with their reading is a priority since it is vital for their access to the rest of the curriculum...a vital element of this is the successful; teaching of phonics."</p>	2
<p>Reading fluency interventions, focussed on pupils who require additional support and targeted</p>	<p>It is recognised that the more that children read and are exposed to high quality texts, the better their reading fluency and comprehension becomes. This can be developed through guided</p>	2, 3

<p>intervention to raise attainment and accelerate progress in reading.</p> <p>KS2 Class teachers to deliver sessions on a weekly basis during assembly times.</p> <p>KS2 support staff to deliver pre-teach reading fluency sessions aimed at pupils who require additional support in readiness for their upcoming learning, so they 'keep up, not catch up'.</p> <p>£1,126</p>	<p>reading, adult modelling, teaching specific strategies and repeated reading.</p> <p>-Research shows that small group tuition supports rapid progress (+4 months, EEF toolkit) and one to one tuition supports rapid progress (+5 months, EEF toolkit)</p> <p>-EEF Improving Literacy in Key Stage 1, guidance report: summary point 3.</p> <p>-EEF toolkit indicates that on average, reading comprehension approaches improve learning by +6 months' progress over the course of a school year.</p> <p>-DfE, Teaching a broad and balanced curriculum for education recovery (June 2021): "Making sure pupils catch up with their reading is a priority since it is vital for their access to the rest of the curriculum."</p>	
<p>Identified KS2 support staff to deliver maths boosters aimed at pupils who require additional support in readiness for their upcoming learning, so they 'keep up, not catch up'.</p> <p>Use of 'Learning by Questions' software to identify misconceptions and gaps in learning, targeting key mathematical concepts and units of learning.</p> <p>£1,287</p>	<p>It is identified that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on pupil outcomes.</p> <p>-Research shows that small group tuition supports rapid progress (+4 months, EEF toolkit)</p> <p>-EEF, Making best use of teaching assistants, guidance report: point 2 and point 5.</p> <p>-EEF Improving Mathematics in KS2 and KS3, guidance report: point 1, point 2, point 3, point 5 and point 7.</p>	5
<p>Champion teachers to attend Ruth Miskin 'Talk' programme to support knowledge and understanding of the importance of language development. Approach implemented across school to support and improve early language, speech and vocabulary skills as well as teaching pupils to become active listeners through use of talk partners and adults modelling this skill. An approach aimed at all pupils will have a positive impact on disadvantaged pupils who have relatively low spoken language skills, as what is vital for some is valuable for all.</p> <p>CPD: Staff to access training as necessary and disseminate to whole staff team during Staff CPD meetings, all staff to implement strategies/ approach within classroom settings and every day school life. Developing a culture of talk.</p>	<p>Studies of oral language interventions consistently show positive impact on learning, including oral language skills and reading comprehension. Strategies such as: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction all support the development of communication and language skills.</p> <p>-On average, pupils who participate in oral language interventions make approximately +6months additional progress over the course of a year. (EEF toolkit)</p> <p>-Communication and language approaches support rapid progress (+6 months, Early Years EEF toolkit)</p> <p>-DfE, Improving the home learning environment, Nov 2018: Section 2</p> <p>-Best start in life: part 1, part 2 and part 3.</p>	1

£919		
£1,110		

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

Budgeted cost: £70,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to monitor attendance of all pupils and groups of pupils across school, with a particular focus on disadvantaged pupils. Weekly meetings with headteacher to identify vulnerable pupils and actions to address issues.</p> <p>£16,662 £791</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Strategies and suggestions will be explored and implemented in line with our pupils needs.</p> <p>-DfE, Improving school attendance report. - “Attendance is likely to continue to be problematic throughout the academic year and may have a disproportionate impact on disadvantaged pupils...planning to support families and the necessity for ongoing support of, and communication with, parents and carers will prove vital.” (EEF, tiered approach 2021)</p>	9, 10
<p>Headteacher to have a thorough overview of attendance of all pupils and groups across school, with a particular focus on tracking PA pupils. Weekly meeting with attendance officer to track progress and implement actions.</p> <p>£4,735</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Strategies and suggestions will be explored and implemented in line to support and challenge PA pupils and their attendance, working closely with families.</p> <p>-DfE, Improving school attendance report. - “Attendance is likely to continue to be problematic throughout the academic year and may have a disproportionate impact on disadvantaged pupils...planning to support families and the necessity for ongoing support of, and communication with, parents and carers will prove vital.” (EEF, tiered approach 2021)</p>	9
<p>Development of attendance initiatives to increase attendance for all groups of pupils, including half termly and yearly prizes, positively impacting on pupils' attitude to school.</p> <p>£3,000 (budget for prizes)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Strategies and suggestions will be explored and implemented in line with our pupils needs, positively rewarding and incentivising excellent attendance.</p> <p>-DfE, Improving school attendance report.</p>	9

	-“Attendance is likely to continue to be problematic throughout the academic year and may have a disproportionate impact on disadvantaged pupils...planning to support families and the necessity for ongoing support of, and communication with, parents and carers will prove vital.” (EEF, tiered approach 2021)	
<p>Subscription to Class Dojo communication system to promote positive culture across school and strengthen parent partnerships.</p> <p>Recognition boards to be implemented and used consistently in all classrooms to promote and recognise positive behaviour and celebrate positive behaviour choices by individuals and as class families.</p> <p>To further strengthen this approach, use of lunchtime links, golden tickets and positive notes to incentivise and promote positive behaviour choices as well as communicating successes with parents.</p> <p>Annual subscription to CPOMS system to closely monitor and track groups of pupils and individuals where behaviour concerns arise.</p> <p>£899</p>	<p>Behaviour approaches seek to improve attainment by reducing challenging behaviour in school and is aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Universal programmes which seek to improve behaviour and generally take place in the classroom prove to be effective.</p> <p>-Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (+4 months, EEF toolkit)</p>	8
<p>Provide ‘nurture’ sessions, as well as pastoral support, through use of learning mentor. Disadvantaged and/or vulnerable pupils receive additional intervention to support emotional well-being, behaviour and social skills.</p> <p>£16,662 £18,045</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. School-level approaches to developing a positive school ethos and also aim to support greater engagement in learning often prove to be effective.</p> <p>-On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (+4months, EEF)</p> <p>-Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (+4 months, EEF toolkit)</p> <p>-DfE, Keeping children safe in education. (2021)</p>	7, 8
<p>Use of NHS backed ‘My Happy Mind’ programme to support and improve pupils well-being and mental health, focussing on five core modules: Meet your bran, Celebrate, Appreciate, Relate, Engage.</p>	<p>Pupils benefit from a whole school approach towards improving mental health and well-being, using the myHappyMind programme. Pupils struggling with their mental health receive appropriate, timely support by well trained experienced members of staff.</p>	

<p>£4,080</p>	<p>‘Social and emotional learning approaches have a positive impact, on average, of 3 months additional progress in academic outcomes over the course of the academic year’. (EEF Toolkit)</p> <p>‘Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.’</p> <p>‘Good mental health and wellbeing helps pupils: attend school, develop key life skills, particularly social and emotional skills, engage in learning, achieve academically and have better longer term outcomes, such as future employment.’ (Gov.uk: Promoting and supporting mental health and wellbeing in schools and colleges.)</p>	
<p>Subsidised experiences and enrichment within school such as: theatre companies and workshops.</p>	<p>A full and active experience of school has a positive effect on the health and achievements of children. It is believed that factors such as taking part in after school clubs, being happy with school and not being bullied contributed towards good exam grades and general wellbeing as well as having strong communication and social skills.</p> <p>-EEF Life skills and enrichment “At EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.”</p>	<p>10</p>
<p>Develop an appreciation of creative arts to further support core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <ul style="list-style-type: none"> - Offer partially subsidised music 1:1 tuition for disadvantaged pupils. - Deliver of specialist led music education in Year 1 and Year 4 (1 and ½ terms per year group) - Additional workshops eg Steel pan workshops, Musical performances. 	<p>Evidence suggests that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Engagement in the Arts and the Creative curriculum is valuable in itself but also considered beneficial in raising English and Maths outcomes.</p> <p>-There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (+3 months, EEF toolkit)</p>	<p>10</p>
<p>Further educate and support parents and carers regarding the importance of early language development, early phonics and early maths through use of curriculum workshops, information handouts and Early Years stay and play sessions.</p> <p>Further educate parents and carers regarding the importance of high quality reading support with a particular focus on phonics, reading fluency and comprehension skills.</p>	<p>Evidence suggests that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>-Parental engagement has a positive impact on average of 4 months’ additional progress (+4months, EEF toolkit)</p>	<p>2, 3, 10</p>

<p>Deliver curriculum workshops, modelled sessions and videos and information handouts/booklets to further upskill parents/carers and emphasise the importance of their child's education, particularly the need to be strong, accurate readers.</p> <p>Create positive home reading environment by ensuring disadvantaged pupils have access to quality reading materials eg school library books, individual reading packs and involving the local library.</p>	<p>-Effects of parental engagement tend to be higher for literacy (+5 months, EEF toolkit)</p> <p>-DfE, Improving the home learning environment, Nov 2018: Section 2.</p> <p>-Best start in life: part 1, part 2 and part 3.</p>	
<p>Contingency fund for acute issues £4,000</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 been identified but arise in due course.</p>	<p>All</p>

Total budgeted cost: £216,348

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.

--

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Leaders have recently accessed training delivered through Accomplish Trust, focussed on developing the quality of the curriculum offer and meeting the needs of all learners inline with the EEF recommendations and guidance.

Leaders also previously accessed Wakefield Local Authority training, ONE Wakefield, which was focussed on making the difference for disadvantaged pupils in literacy and delivered inline with evidence-based research from the EEF.

Key messages have been disseminated amongst staff and proven based strategies implemented accordingly.