

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Truro Learning Academy
Number of pupils in school	179 (age 4-11) 202 (age 2-11)
Proportion (%) of pupil premium eligible pupils	40% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Middlemore
Pupil premium lead	Francesca Humberstone Head of School
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£108,040

Part A: Pupil premium strategy plan

Statement of intent

Our school motto, 'Aspire to Achieve', applies to all pupils at Truro Learning Academy, and we expect all pupils to achieve their academic, social and emotional potential, no matter their background. We believe wholeheartedly that a high-quality education can transform lives, and ultimately enable all pupils to thrive in modern British society. Through our carefully designed curriculum enacted by expert teachers we aim to progressively develop secure knowledge and skills, allowing all pupils to succeed academically across a broad range of subjects.

The pupils of the school come from a range of backgrounds and we are curious about the barriers that they face in achieving their potential. We show that we are highly ambitious for them by setting high expectations and planning to support them to make rapid and sustained progress. We pride ourselves on knowing all pupils in our community well and treat each child with the same level of acceptance and respect that they deserve. We work hard at building positive relationships with our pupils and families in an environment that is nurturing and emotionally supportive. Through our holistic educational offer, we aim to instil in pupils a readiness to learn, develop resilience and grit, foster independence, and ultimately pave the way for a lifelong love of learning.

This aim has been challenged in recent years, with increasing numbers of pupils becoming eligible for the pupil premium, school closures, and the current 'Cost of Living' crisis. Since the evidence suggests that families who already have barriers to overcome, such as lower incomes, have been more profoundly affected by school closures and disruption, our use of the pupil premium is more important now than ever.

Our pupil premium strategy is therefore founded on the following core principles:

- A recognition by all staff that attainment and progress should not be determined by financial background. The nationally recognised marker of 'disadvantaged' does not mean low ability.
- The expectation that all pupils, including those who are identified as 'disadvantaged', achieve the highest possible outcomes.
- Support should be extended to include all pupils who may be vulnerable e.g. those with social workers or who have previously been supported by children's services.
- Our approach will always be centred around the development of quality first teaching through ongoing professional development.
- Our use of funding is proactive, based on early identification of under achievement and focused on barriers that are within our gift to alleviate.
- Funding should allow all pupils in our community access to opportunities that were previously reserved for those from a more privileged background.
- Actions must be based on the most recent evidence, including learning from the Education Endowment Foundation. We only implement strategies that are known to demonstrably close the attainment gap, with a sharp focus on effective implementation.
- We regularly review our approaches and make changes when actions are no longer serving our aim of closing the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessments suggest that 'disadvantaged' pupils start EYFS with under-developed spoken language skills and vocabulary gaps. These gaps can be seen from EYFS through to KS2 and in general, are more prevalent among our 'disadvantaged' pupils than their peers. This means the children are less able to express themselves and it makes it harder for them to understand the curriculum.
2	Assessments and monitoring suggest that 'disadvantaged' pupils generally have greater difficulties with phonics than their peers, particularly when making the transition from Reception to KS1. Although an improved picture, attainment of 'disadvantaged' pupils in the Phonics Screening Check (PSC) is still below their more advantaged peers in school and nationally. (see Glossary 4) If pupils don't know their letter sounds and cannot read with fluency as well as accuracy, they struggle to read and understand their work. This negatively impacts their development as readers and learners.
3	Assessments and monitoring have identified reading attainment by the end of KS2 as an area for improvement. Over the last three years, the percentage of 'disadvantaged' pupils attaining the expected standard was between 46% and 60%, with little improvement over time. Question level analysis shows that 'disadvantaged' pupils are answering less questions than their more advantaged peers, with reading fluency a barrier to completing the paper.
4	Assessments and monitoring have identified that fluency in times tables for all pupils is below expectation. Although the gap between 'disadvantaged' pupils and their peers has closed slightly on previous years in the Multiplication Check (MTC), the mean score remains below national. (see Glossary 5) Fluency in multiplication facts provides the foundation for all written and mental multiplication and division and is necessary to reduce cognitive load when completing calculations, reasoning and problem solving.
5	Assessment, observations, and discussions with pupils suggest more 'disadvantaged' pupils lack emotional resilience and positive mental health than their more advantaged peers. Pupil wellbeing has suffered in recent years following the pandemic, as evidenced by an increase in referrals to the Early Help hub, requests for parenting strategies and support and parents requesting in school pastoral support for their children.
6	Our attendance data over the last three years indicates that attendance among 'disadvantaged' pupils was between 4.05 and 1.58 percentage points lower than for 'non-disadvantaged' pupils. Between 34.21% and 28.13% of 'disadvantaged pupils' have been 'persistently absent' compared to between 18.69% and 13.04% of their peers during that period. (see Glossary 6) Our assessments and observations indicate that absenteeism is negatively impacting 'disadvantaged' pupils' progress.

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
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	Assessments and observations indicate significantly improved oral language among 'disadvantaged' pupils. This should be evident when observing lessons and talking with pupils. 'Disadvantaged' pupils will consistently achieve in line with national 'non-disadvantaged' in the prime areas.
To improve reading progress and attainment for all pupils in KS1, including in phonics and in application and comprehension.	Achieve above national average consistently over time in the Phonics Screening Check (PSC), with the aim of 'disadvantaged' pupils achieving in line with national 'non-disadvantaged' by 2027. Improve outcomes in reading at end of KS1 for pupils who are 'disadvantaged' consistently over the next three years.
To improve fluency in multiplication facts.	Increase the average score attained by 'disadvantaged' pupils in the Multiplication Check (MTC) year on year by 2027.
To improve outcomes at the end of KS2, preparing all pupils effectively for the next stage of their schooling.	'Disadvantaged' children in our school achieve better than the national 'non-disadvantaged' figures at KS2 by 2027, including narrowing the gap in average scaled score.
To support the personal, social and emotional development and wellbeing of our children, ensuring pupils are emotionally ready to learn and are resilient when faced with challenges by embedding a Trauma-informed approach.	Assessments and observations will show an increase in confidence, self-awareness and self-regulation. Identified children will be supported by a TIS practitioner, where appropriate. Fixed term suspensions and internal exclusions will remain low for 'disadvantaged' pupils. Pupils will feel safe and secure and positive behaviours for learning will be evident through monitoring. As a result, 'disadvantaged' pupils will better succeed academically and in character.
To achieve and sustain improved attendance for our 'disadvantaged' pupils, in line with their more advantaged peers.	Sustained high attendance by 2027 demonstrated by: <ul style="list-style-type: none"> Attendance for the year is above 96% for all children, with 'disadvantaged' children above 95%. The gap between 'disadvantaged' and 'non disadvantaged' persistent absentees is reduced. Rates of persistent absence are lower than national averages for both groups.

Activity 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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in phonics through coaching, high staffing levels and regular high-quality training, ensuring fidelity to the programme.</p>	<p>There is very extensive evidence from the Education Endowment Foundation (EEF), to support the use of a systematic phonics programme with pupils in Key Stage 1. (see Glossary 6)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 3</p> <p>Training—ensure all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding.</p> <p>Responsiveness—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.</p> <p>Engagement—lessons engage pupils and are enjoyable to teach.</p> <p>Adaptations—carefully consider any adaptations to the programme as they may reduce its impact.</p> <p>Focus—a responsive approach to grouping pupils is likely to help focus pupil’s effort and improve teaching efficiency.</p>	<p>2</p>
<p>Continue to implement and review efficacy of whole class reading approach for KS2, with a focus on comprehension strategies and vocabulary acquisition. Include approaches that build fluency.</p>	<p>The EEF toolkit identifies that effective reading comprehension strategies that focus on the learner’s understanding of written text using a range of techniques can enable them to make +6 months progress within a year when taught effectively.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>+ 6 months</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

	<p>Recommendation 2 and 3</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p>Develop pupils' fluency through:</p> <ul style="list-style-type: none"> • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency <p><i>'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms, February 2018</i></p> <p>Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months of progress with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.</p>	
<p>Continuous Professional Development to ensure quality first teaching and support from all staff.</p> <p>Teaching Walkthrus ongoing Professional Development. Fund ongoing teacher release time/overtime for support staff to access high-quality training, including the NPQs.</p> <p>Coaching programme and bespoke and targeted CPD embedded with a focus on supporting 'disadvantaged' pupils, developing the Talk for Writing approach and NCETM curriculum implementation. (see Glossary 7 and 8)</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 2</p> <p>How Does It Work — Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavigioli - Tom Sherrington UK</p>	<p>1, 2, 3, 4</p>

	The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms.	
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery training). (see Glossary 9)	The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	4
Review and implement maths fluency approaches to improve rapid recall facts and accelerate progress (EYFS/KS1) and trial Number Sense Times Table Fluency (KS2).	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches +6 months progress Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Research Principles informing NSM Number Facts@ Number Sense Maths	4
Improve quality of interactions and vocabulary development for all pupils in the EYFS, through whole class approaches and CPD for teachers and support staff.	As highlighted in the EEF guidance report Preparing for Literacy: "When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial." EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk) EEF Communication and Language (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £29,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional one to one and small group phonics sessions targeted at 'disadvantaged' pupils who require further	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.	2

<p>phonics support. Training accessed through English hub and Read Write Inc (RWI) development days and regular coaching for teaching assistants. (see Glossary 12 and 13)</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) +5 months progress</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics for interventions led by teaching assistants. Funding prioritised to upskill teaching assistants.</p> <p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. Funding prioritised to ensure all tutoring is one-to-one.</p>	
<p>Implementation of programmes (e.g. WellComm) to improve listening, narrative and vocabulary skills for 'disadvantaged' pupils who have relatively low spoken language skills on entry in EYFS. (see Glossary 14 and 15)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk) + 6 months</p>	1

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

Budgeted cost: £23,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review approaches to parental engagement	Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 5, 6

<p>through clear and consistent communication and positively raising expectations, particularly of those from low-income backgrounds – enabling the school to target approaches for pupils and communicate effectively with parents.</p>	<p>+ 4 months Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Forest School intervention sessions offer the opportunity to learn in a different environment and a different set of skills, supporting character development and wellbeing. Forest school is led and supported by two highly skilled practitioners. (see Glossary 20 and 21)</p>	<p>Full principles and criteria for good practice Forest School Association Forest Schools: impact on young children in England and Wales - Forest Research</p> <p>“There is much evidence to show that taking the curriculum outside can enhance the health and wellbeing of children, as well as encouraging them to be more active. The children learn to manage risks through use of tools, work together through teamwork challenges, gain appreciation and respect for nature and the impact that humans have on the environment and become more confident with raised self-esteem.”</p> <p>Wild Tribe - Wild Tribe - Arena Schools (arena-schools.co.uk)</p>	5
<p>Implement SEL interventions (Lego therapy, Draw and talk, emotional coaching, ELSA) with targeted pupils, to complement whole-school approach and in line with TIS ethos. (see Glossary 17 and 18)</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>+ 4 months</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Trauma informed approaches aim to have a relational understanding of the specific child’s needs, focus on building positive relationships and a clear consistently applied whole school approach to rewards and sanctions, along with effective routines. This mirrors the findings and recommendations from the EEF guidance report:</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) our mission (traumainformedschools.co.uk)</p>	1, 5
<p>Improve attendance through targeted support for disadvantaged</p>	<p>The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document</p>	6

<p>pupils, and taking action in line with DfE and local guidance.</p>	<p>outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Persistent absence and support for disadvantaged pupils - Education Committee (parliament.uk)</p> <p>OneCornwall Attendance Booklet - We need to properly understand the drivers of attendance issues before taking any action. Issues with attendance to school and attendance to learning are a symptom of issues, rather than the issue itself. 'In school drivers' need to be addressed alongside working with families to ensure sustainable success.</p>	
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Total budgeted cost: £82,115

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.

Desired outcome	Progress made	Lessons learned and implications
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	<p>Of the eleven 'disadvantaged' pupils in the Reception cohort (27), nine achieved the Listening, Attention and Understanding Early Learning Goal (ELG) and ten achieved the Speaking ELG (national for all pupils was 82% in both ELGs). 64% of pupils eligible for FSM achieved a GLD (national not eligible 72% and national eligible 51.5%).</p> <p>Explicit teaching of vocabulary forms part of delivery of our reading and nursery rhyme spine (builds on successful vocabulary teaching in KS2).</p> <p>Vocabulary triangles used effectively across the EYFS with progressive vocabulary modelled by adults in each area of the provision.</p> <p>WellComm intervention took place across 2023-24 with both the Nursery and Reception cohorts, with all pupils making excellent progress and completing the programme by the end of the EYFS.</p> <p>Early identification of children needing SALT with referrals made in nursery from 2 and up.</p> <p>Vocabulary progression in all developed TLA curriculum subjects and key vocabulary is taught in all lessons.</p>	<p>Prioritise staffing for adequately delivering WellComm intervention in Nursery and Reception.</p> <p>Subject leaders to continue to map vocabulary progression and all subjects to include key vocabulary in lesson design.</p>
To improve reading progress and attainment for all pupils including the learning and application of phonics.	<p>90% of 'disadvantaged' pupils in Reception cohort achieved the Word Reading ELG.</p> <p>By end of Y2 (June 2024), 86% of 'disadvantaged' pupils had passed the screening check (6 out of 7), in line with national 'non-disadvantaged' pupils. By end of Y1 (June 2024), 75% of 'disadvantaged' pupils had passed the screening check (9 out of 12), an increase of 25 percentage points on previous year and above national for 'disadvantaged' pupils.</p> <p>Catch up tutoring in place for all pupils below expectation.</p> <p>Regular, high-quality training in place through access to weekly coaching, RWI training online and English hub.</p>	<p>Word Reading ELG does not guarantee PSC success for all pupils. Close tracking needed from beginning of Year 1 and early intervention in place.</p> <p>PSC success does not always equate to reading at EXS for end of Year 1. Fluency has been recognised as holding children back.</p> <p>Boys attainment in line with girls for PSC, an improvement on previous year.</p> <p>Phonics to continue for targeted pupils into Years 3 and 4, including for pupils with SEND who did not pass screening check in KS1.</p> <p>Secure progress over next three years of this plan to enable 'disadvantaged' pupils to achieve in line with national 'non-disadvantaged' by end of Year 1.</p>

<p>To improve outcomes at the end of KS2, preparing all pupils effectively for the next stage of their schooling.</p>	<p>KS2 'disadvantaged' summer 2024 data summary:</p> <table border="1" data-bbox="528 219 847 409"> <thead> <tr> <th colspan="3">KS2</th> </tr> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>W</td> <td>70%</td> <td>0</td> </tr> <tr> <td>M</td> <td>90%</td> <td>10%</td> </tr> <tr> <td>RWM</td> <td>60%</td> <td>0</td> </tr> </tbody> </table> <p>KS2 reading, writing and maths in line with 'non-disadvantaged' pupils nationally, with maths showing improvement on 2023 and above national 'non-disadvantaged'. Improving data suggests impact of consistent, quality first teaching and use of catch-up funding. 'Disadvantaged' pupils' mean score on multiplication check was 14.5 (national disadvantaged 18.9). Gap closed slightly on previous year. Good progress at end of KS2 for 'disadvantaged' pupils with SEND at SEN support, particularly in maths. 'Disadvantaged' provision maps implemented with class teachers taking greater ownership of understanding and alleviating barriers to learning.</p>	KS2				EXS	GDS	R	60%	10%	W	70%	0	M	90%	10%	RWM	60%	0	<p>KS1 cohort moving into KS2 to be closely tracked, particularly in writing. Ensure quality first teaching and interventions are in place. Reading remains the weakest area and should be continued focus for next three years of strategy. Continue to develop reading intervention across KS2, taking part in EEF reading fluency project and applying learning. Increase parental engagement in reading at home, with parental workshops and increased communication with home. Average score for 'disadvantaged' pupils remains low in MTC and should be a focus for the next three years of the strategy. Ensure fluency including times tables progression is mapped across KS2 and Number Sense Times Tables or like programme is introduced effectively.</p>
KS2																				
	EXS	GDS																		
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W	70%	0																		
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RWM	60%	0																		
<p>To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.</p>	<p>Of the eleven 'disadvantaged' pupils in the Reception cohort (27), nine achieved the Self-Regulation, Managing Self and Building Relationships ELGs (national for all pupils was 82.9% in PSED). This follows the successful implementation of WellComm intervention in Reception – improving pupils' early communication and interaction skills to improve behaviour and emotional regulation. In addition, implemented 'We Thinkers' in Reception class (see Glossary 19). Use of trauma-informed approaches developed with two TIS practitioners. Social skills and self-esteem interventions took place e.g. Lego therapy, with impact reviewed. Wild Tribe sessions led to high levels of engagement from 'disadvantaged' pupils and an increase in pupil wellbeing. Forest School for selected pupils supported increased pupil wellbeing.</p>	<p>Maintain high expectations of the Reception cohort as they move into Year 1, ensuring they maintain their social and self-management skills. Develop SEL approaches to have greater impact on a higher proportion of 'disadvantaged' pupils. Following successful trial of SCARF for PSHE, roll out across all classes and reinforce links across the curriculum. Targeted interventions training for proven strategies that have impact e.g. Draw and Talk, Lego therapy, ELSA, TIS sessions. Greater emphasis on Motional assessments and targeted interventions used to track progress for pupils with SEMH needs. TIS training booked for all teachers and TAs. Use the new Early Years EExREC baseline assessments (Leuven scales) to effectively measure well-being and involvement in Reception. Forest School – continue to support in 2024-25 with school support staff alongside trained leaders.</p>																		
<p>To achieve and sustain improved attendance for all</p>	<p>In 2023-24, attendance for 'disadvantaged' pupils decreased slightly to 91% ('other' pupils' attendance was 95%)</p>	<p>Evidence suggests that approaches have widened the gap, therefore a review is needed to</p>																		

<p>pupils, particularly our 'disadvantaged' pupils.</p>	<p>with 34.2% of 'disadvantaged' pupils persistently absent (compared to 14.5% of 'other' pupils). The gap therefore widened with an increase in attendance for the more advantaged pupils in school.</p> <p>Trust policy has been implemented, led by pastoral and learning support mentor. Referrals to Early Help hub have supported some individual families of 'disadvantaged' pupils to attend school more regularly.</p>	<p>ensure that actions are meeting need.</p> <p>CPD for attendance lead specifically around attendance for the most vulnerable.</p> <p>Rigorous monitoring of attendance, particularly for 'disadvantaged' children, which is the demographic most affected by poor attendance. Strict implementation of the trust policy, working closely with the Head of School and EWO.</p> <p>Teachers to meet with parents as soon as concerns or patterns arise.</p> <p>Targeted support for 'disadvantaged' persistent absentees, including following absence due to illness to support a swift return. This could include funded breakfast club places, in particular to support with punctuality.</p>
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Externally provided programmes

Programme	Provider
Number Sense	Number Sense Maths
Curriculum Prioritisation in Primary Maths	NCETM
Read Write Inc. Fresh Start	Ruth Miskin's Read Write Inc
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Accelerated Reader	Renaissance Learning
Trauma Informed Schools training	TIS UK
Talk for Writing	Talk for Writing
Jigsaw	Jigsaw PSHE Ltd
WellComm	GL Assessment

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See desired outcome C
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in progress and catch up with peers.

Glossary

1. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
2. The recovery premium provided additional funding for state-funded schools in the 2022 to 2023 and 2023 to 2024 academic years. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.
3. Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and Pupils who have left care through a formal route such as adoption.
4. The Phonics Screening Check (PSC) is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher.
5. The Multiplication Check (MTC) is statutory for all year 4 pupils. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
6. Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.
7. EEF The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
8. Talk for Writing is an approach to teaching writing that encompasses a three-stage system: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.
9. NCETM (National Centre for Excellence in the Teaching of Mathematics). They exist to support anyone who teaches maths, and who wants to be even better at it. The NCETM is funded by the Department for Education (DfE).
10. Sustaining Mastery Training - This is training for all primary schools who have previously been involved in teaching for mastery via a Development or Embedding Work Group, or who are Mastery Specialist schools. It brings together schools across the Maths Hubs Network that are working on continued development to sustain their teaching for mastery approach to mathematics. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.
11. Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.
12. Early Excellence are an established national leader of pedagogy, provision and practice, specialising in young children's education. They champion the development of inspirational learning and teaching, offering expert advice, support and training to schools and settings across the UK.
13. English Hubs are funded by the Department for Education to offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.
14. Read, Write Inc (RWI) is a nationally recognised and funded scheme that aims to teach every child to read and write, and to keep them reading.
15. WellComm The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they

- quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.
16. Time to Talk is a Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One.
 17. Number Sense is a systematic and structured programme enabling children to develop both a deep understanding of number and number relationships and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.
 18. Trauma Informed Schools (TIS) A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. The organisation supports schools, communities, and other organisations in providing relationships for these children that heal minds, brains, and bodies. Key conversational skills in addressing and making sense of what has happened are central to the work as is a major shift in whole school/organisation/community culture.
 19. ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.
 20. We Thinkers is a social thinking intervention. The 'We Thinkers' curriculum has been developed to teach children the skills they need to think about themselves, and others and it teaches this in an explicit way. The children will learn about the social mind, social expectations, their own thinking and that of others to help them make better decisions and be better learners and interact successfully with their peers.
 21. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
 22. Wild Tribe is the Outdoor Learning programme from the Arena Sports Partnership. Practitioners complete a two-day award that delivers practical and theory sessions on; health and safety, site development and linking outdoor learning across a range of curriculum subjects. It teaches the skills of fire lighting, cooking outdoors, use of tools, knots and shelter building.