

Pupil premium strategy statement

November 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Great Heath Academy
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	115 (21.7%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	Nov 2023
Date on which it will be reviewed	Feb 2024 July 2024
Statement authorised by	Naomi Brown (Principal)
Pupil premium lead	David Hicks (Assistant Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,482
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£218,707

Part A: Pupil premium strategy plan

Statement of intent

At Great Heath Academy, we target the use of the Pupil Premium funding to ensure that all our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

Our aim is that the achievement of children from disadvantaged backgrounds is comparable with that of non-disadvantaged children. We aim to remove barriers to learning, which have been created by poverty, family circumstances and background.

This strategy will focus on the key barriers that are preventing our disadvantaged children from attaining well: oral language, vocabulary, speech and language, gaps in curriculum knowledge, attendance and punctuality, social and emotional concerns and aspirations. Our approach will be responsive to both common challenges and our individual pupils' needs. We utilise robust diagnostic assessment, alongside educational research to plan effective interventions.

Our expectations at Great Heath are that all pupils, regardless of their background, will actively participate in a broad and balanced curriculum that is enriched by a variety of experiences within and beyond the classroom. It is our belief that reading fluently allows pupils to be able to access the curriculum as well as becoming responsible citizens.

The tiered approach we have adopted aids pupils to achieve well. In our approach we will:

- Ensure that disadvantaged pupils are challenged in their work and have the necessary experiences to excel in their learning
- Ensure that early intervention is identified that is focused and time limited
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and their expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	We are closing the gap in communication and language between those who are on the Pupil Premium register and those who are not.
2	We are closing the gap in writing between those who are on the Pupil Premium register and those who are not.
3	We are closing the gap in Reading between those who are on the Pupil Premium register and those who are not.
4	Ensuring good attendance of our PP children.
5	Screening SEMH and provide interventions for those who require it
6	Every child enabled to go to at least one extra-curricular club. (All clubs are free for children on the PP register)

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 spoken language with a wider and varied vocabulary leading to improved reading, and SPAG outcomes in KS1 and 2.	Teacher assessment will show an improvement in spoken language leading to improved outcomes in literacy.
Improved spoken language and oracy for pupils with identified speech, language and communication needs	Teacher and Speech and Language assessment data will show a reduction in the number of children who need interventions in speech, language and communication.
Improved attendance and punctuality	Fewer PP children will be at PA level and the gap between attendance for PP and non-PP children will reduce.
Pupils have strategies to support their mental health, allowing them to maximise their learning opportunities.	Internal data for behaviour and mental health will show a reduction in recorded incidents

<p>Pupils will have access to cultural capital experiences that would not otherwise be possible, allowing them to fully understand the curriculum.</p> <p>Increased attendance at clubs of pp children</p>	<p>Internal tracking data shows that disadvantaged pupils are exposed to the same opportunities as their non-disadvantaged peers.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>
<p>Improved writing results</p>	<p>Pupil voice demonstrates how children are able to confidently talk about their writing and what makes a good writer.</p> <p>Internal data from teacher assessments show an increase in children reaching ARE in writing.</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: £66,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staffing in early years to facilitate speech and language interventions, enhance language interaction with pupils and enhance quality first teaching</i></p> <p>£7,228</p>	<p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>
<p><i>Additional TAs in Year 1 and 2, 5 and 6</i></p> <p>£36,750</p>	<p>Teacher Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>
<p><i>Release middle leaders to conduct observations as part of Curriculum development</i></p>	<p>https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX2OtiTSLQ</p> <p>By observing one of their peers teaching a lesson, the observer builds on their current knowledge and ideas for teaching. But peer observation doesn't just increase knowledge of teaching and learning; it can also increase confidence. In their research on peer observation in higher education and schools, both Rhodes & Beneicke (2002) and Hendry & Oliver (2012) link peer observation to increasing a teacher's self-belief (also known as self-efficacy). The observer may be inspired to try something new in their own classroom or come away from an observation feeling that</p>	<p>1, 2, 5</p>

<p>£1100</p>	<p>what they are currently doing is in line with good-quality teaching and learning. https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/</p>	
<p><i>PP leader supporting staff in individual needs of PP pupils eg PP progress meetings and sign posting to CPD and intervention support</i></p> <p>£15,580</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i></p> <p>£5,386</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Writing element</i></p> <p><i>Release for writing lead</i></p> <p>£1100</p>	<p>https://writing4pleasure.com/2021/12/15/the-education-endowment-foundations-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing/</p> <p>https://schoolleaders.thekeysupport.com/curriculum-and-learning/developing-teacher-practice/raising-achievement-in-writing-skills-primary/</p>	<p>2</p>

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

Budgeted cost: £53,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tutoring</i> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>£7,000 £600</p>	<p>1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3</p>
<p><i>Nessy</i> £500</p>	<p>Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1, 2, 3</p>
<p><i>CPG Maths and English catchup for Year 5 and 6</i> £1,500</p>	<p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3</p>

<p><i>Talk Boost</i> £1000 (Replacement set/extra set)</p>	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>
<p>Boxall £200</p>	<p>Nurture UK ‘Now You See Us’ report 2019 discusses the need for SEMH and how children are affected if it is not identified. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>5</p>
<p><i>Cornerstones curriculum</i> £2,750</p>	<p><i>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</i></p> <p>There is little disagreement that a broad and balanced curriculum is best, but recent and increasing pressures around testing and assessment has, in some schools, caused a narrowing of the curriculum with little time for curriculum development.</p> <p>Ofsted evidence shows that the best primary schools achieve high standards in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children’s life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>	<p>1, 2, 3</p>
<p><i>Jolly Phonics, resources and training</i> £250 (Subs) £3,000 £1750 (Training) £1,080 (6 kits to support extra phonics)</p>	<p>Phonics is used to teach pupils reading and writing; its aim is to teach pupils the relationship between sound patterns (‘phonemes’) and the written spelling patterns (‘graphemes’) which represent them.</p> <p>Facilitating children to embed solid phonics knowledge has been shown to lead to an additional four months’ progress for these pupils. This strategy is particularly beneficial for four to six-year-olds.</p> <p>https://bedrocklearning.org/literacy-blogs/the-benefits-of-using-pupil-premium-for-literacy-improvement-in-primary-schools/</p>	<p>1, 2, 3</p>
<p><i>Tapestry</i></p>	<p>There are many benefits of introducing Tapestry at Key Stage, including: a robust assessment system, a highly customizable</p>	<p>1, 2, 3</p>

<p>£2,155.00 (Subs)</p>	<p>activities area, and the ability for children to log in and take responsibility for their own learning with Child Login.</p> <p>Tapestry enables schools to monitor the coverage of National Curriculum subjects and the depth of children’s learning within them. Teachers can easily record and view learning outcomes that have been taught and measure the depth of understanding individuals and groups of children have reached. They can do this via Observations or using the quick-and-easy Formative Assessment Tool.</p>	
<p>Reading books (Books for struggling readers)</p> <p>£2500</p> <p>Early Phonic books £1500</p>	<p>Reading Intervention +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Early Years Phonic +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 5</p>
<p>Purchase of additional I pads £10,000</p>	<p>A recent review of the role of iPads for learning corroborates this, claiming them to be “easy to use, have a positive impact on student engagement, increasing motivation, enthusiasm, interest, independence and self-regulation, creativity and improved productivity” (Clarke & Luckin, 2013, p.</p>	<p>All</p>
<p>Resources to supplement the curriculum £2,000</p>	<p><i>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</i></p>	<p>all</p>
<p>Jigsaw £800</p>	<p>Evidence shows PSHE education’s impact in a number of areas, including emotional wellbeing, physical health, academic attainment, and preparation for work.</p> <p>Published by the Department for Education in March 2015, this review is an overview of research into the impact of PSHE education. It outlines the positive impact of PSHE education on pupils’ physical and emotional wellbeing, readiness to learn, and a range of health outcomes including smoking, drinking, diet and exercise. It also demonstrates that PSHE education can have a positive impact on pupils academic and career success through developing key personal and social skills.</p>	<p>5</p>

<p><i>Shine intervention</i></p> <p>£1000</p>	<p>Targeted intervention for Primary reading, GPS and Maths. Deliver targeted individual and group intervention activities to directly address areas of weakness identified in your pupils' diagnostic test results and plug knowledge gaps.</p> <p>https://www.risingstars-uk.com/media/Rising-Stars/Reading/Impact%20Study/Shine-impact-report-web_2.pdf</p>	<p>1, 2, 3</p>
<p><i>Lexia</i></p> <p>£7,975</p>	<p>Education Endowment Foundation (EEF) Lexia Study (2021):</p> <p>Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving literacy, the EEF identified Lexia as a 'promising programme' to investigate. This two-armed randomised control study involved 697 pupils across 57 schools and focused on pupils identified as struggling readers in Year 2. The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results received a high security rating on the EEF padlock scale. In addition, the cost of delivery was reported as 'very low'. Regarding implementation, fidelity was high and schools were able to incorporate Lexia into their school routine. Over three-quarters of schools surveyed were satisfied with the access to the online pupil activities, support provided, and the usefulness of the reports.</p>	<p>1, 2</p>
<p><i>Times table rock stars</i></p> <p>£180 (Subs)</p> <p><i>Resources</i></p> <p>£250</p>	<p>Computer based numeracy program. Helps learners with their timetables and builds confidence. +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Pupil Voice re TTRS in our academy – OCT 2023: Yr4 Pupil: I love trying to beat my score and more up the levels. Yr5: I use it for homework to help me improve my timetables and I like to try to beat my score.</p>	<p>1</p>
<p><i>Freckle (Maths)</i></p> <p>£2,900</p>	<p>Computer based maths program. A focused Maths support. Helps learners calculate with confidence. +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1, 5</p>

<p><i>Accelerated Reader + books</i></p> <p>£2,500 £1500</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read, write and speak with confidence. +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subsidised trips and experiences</i> £2000 (Trips)</p> <p>£5,000 (external providers to support wider experiences)</p>	<p>https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</p>	5, 6
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>£21,255</p> <p>EWO £1000</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	4, 5
		1, 2, 3

<p><i>Provide wider curriculum opportunity in DT/Food technology across the school</i></p> <p>£1500</p>	<p>A DT curriculum connects to elements of real life; it makes links with group topics that promotes thinking as a global citizen and develops creative skills that allows young people to explore their creative attributes. It also allows children to design and solve problems whilst making sense of the world. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with creativity and purpose.</p> <p>Children need the foundations of valuable design and technology skills, which will enable further progression throughout their school years.</p>	
<p><i>Provide wider curriculum opportunity in learning an instrument</i></p> <p>£5,407</p>	<p>Arts participation +3 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p>	All
<p><i>ELSA</i></p> <p>£750 <i>(Subscription for 3 members of staff)</i></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. This approach can produce +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
<p><i>Subsidised uniform and PE kit</i></p> <p>£1500</p>	<p>https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</p> <p>Parents should expect to pay approximately £1,519 to send a child to school.</p> <p>Internal data shows that the increasing cost of uniform and PE kits means that the disadvantage children often do not</p>	4, 5

	have spare clothes and parents have to wash the clothes more frequently and they do not last as long.	
<p><i>Family support and Early Help support</i></p> <p>£43,840</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. This approach can produce +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental engagement through things such as homework projects particularly in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	4, 5
<p><i>Wellbeing support for whole school to raise attainment</i></p> <p><i>Set up well-being room for sensory circuits</i></p> <p><i>Using well-being app</i></p> <p>£7,000</p>	<p>The kind of interventions that will help deliver necessary social and emotional support to primary children to build resilience by making the most of your pupil premium funding.</p> <p>Schools now face significant challenges to ensure its continuing success. The pandemic has disrupted education like never before and the road to recovery will require robust strategies. The pressure is intensified as pupil premium spending must cover <u>social, emotional and mental health (SEMH)</u> needs, as well as <u>supporting disadvantaged children</u> by contributing to catch-up opportunities.</p>	5
<p><i>Access to clubs including breakfast and extra-curricular clubs</i></p> <p><i>Breakfast subsidy £8,230</i></p> <p><i>Clubs £500</i></p>	<p>Pay for breakfast club staff to allow access for all children</p> <p>Resources for extracurricular clubs to allow them to be free</p>	all
<p><i>Contingency</i></p> <p>£341</p>	<p>Fund available for additional PP children who arrive mid-year and any additional needs identified</p>	all

Total budgeted cost: £ 218,707

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<i>Additional staffing in early years to facilitate speech and language interventions, enhance language interaction with pupils and enhance quality first teaching</i>	An additional TA was employed to support the children with their language in early years. ** % of children achieved GLD in Early years (National was **%). In communication and language **% were at the expected level for language and understanding and **% were at the expected level at speaking	£6850
<i>Additional TAs in Year 6, 5, 4, 3, 2 and 1</i>	Year 6 results % at expected for reading, % writing and % for Maths.	£48763
<i>Release middle leaders to conduct observations as part of Curriculum development</i>	Identified teachers were released to watch other teachers focusing on how PP children were being taught and strategies used.	£2000
<i>PP leader supporting staff in individual needs of PP pupils eg PP progress meetings and sign posting to CPD and intervention support</i>	PP lead worked closely with SLT and staff to support children on the PP register. Helped support interventions and	£7,268
<i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i>	Principal worked closely with PP Lead and staff to support children on the PP register to ensure that interventions were set up and pupil's progress tracked over the year. PP children were a focus of the Pupil Progress meetings.	£6,035

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

Activity	Impact of this approach	Actual Spend
<i>My Tutor</i> <i>Targeted interventions + purchase of additional resources (Laptops and paper work)</i>	Targeted intervention was provided by the class teacher and TA to support children in Reading, phonics and Maths. This was provided as additional time out of lessons.	£3,500
<i>Tutoring</i> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Internal NTP booster sessions conducted by Teaching staff were run in Year 1, 2, 3, 4 and 6. Internal data shows that there was an improvement in attainment for all the children that attended.	£1,500
<i>Nessy</i>	Purchased and used across the school to support children with dyslexia.	£500
<i>CPG Maths and English catchup</i>	These books were purchased to support with reading in KS2 Purchased for those on PP register. Allowed children to complete at home.	£1000
<i>Speech Link</i> <i>Talk Boost</i>	TAs provided extra support at the Booster sessions for those in Early years and year 1. Accelerated progress was seen. This allowed teaching staff to lead small groups of intervention during school. Resources and training to support the younger members of school with their	£180 £1000 £94 (Training) £400 (Cover)

	speech and language. This will be beneficial to use as assessment and a scheme of work before referring if needed.	
<i>Reading books (Books for struggling readers)</i>	Books were purchased for struggling reads.	£2000
<i>Early Phonic books</i>		£500
<i>Education City</i>	Children all had access to a learning platform that provided extra challenge to their learning in Maths and English as well as topic. Teacher used the platform to provide homework.	£750
<i>Shine intervention</i>	Key children were identified and worked with a member of staff on a specific intervention to support their learning.	£400
<i>Lexia</i>	All children including those on PP register were given a Lexia log on to use at home. Recently updated this to use on a tablet via an app. 100% of those on PP used Lexia and have made at least 10 levels progress.	£5,570
<i>Times table rock stars</i>	Children on PP register attended after school Mathletics/TTRS club each week, as well as the chance to use this at home.	£13
<i>Freckle (Maths)</i>	Freckle was used to meet the needs of identified children. This continuously adapts for the children that practice in math activities. This helped children learn at their own pace and all develop and made progress.	£3,845

<i>Accelerated Reader + books</i>	Accelerated Reader subscription was purchased and all children were given log ins to enable them to work on the program. KS2 reading was in line with the national results.	£3,845 £1000
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact of this approach	Actual Spend
<p><i>Subsidised trips and experiences</i></p> <p>Trips:</p> <ul style="list-style-type: none"> • Kingswood residential • Banham Zoo • Sealife center • Colchester Castle • Duxford imperial war • Jimmy's farm • Lackford lakes 	<p>There were in total 7 school trips across the year groups and several children were supported and subsidised to enable them to go on the trip and gain value life experiences.</p> <p>These trips ranged from Banham zoo to Kingswood, a residential outdoor activity center.</p>	£1289
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p><i>Assistant Principal supporting the attendance officer to support children and families to improve their attendance</i></p>	<p>Attendance officer worked closely with several families where attendance was a concern. Staff conducted door knock to check the welfare of the children and to offer support.</p> <p>Fixed penalty notices were issued, and one family prosecuted.</p> <p>The table below shows the attendance for 22/23 compared to 21/22. It shows that overall attendance has slightly increased and also the PP children's attendance has improved. Therefore targeted letters and meeting are having an effect on improving attendance.</p>	£18,528

<p><i>Support from the EWO in setting up meetings and attendance agreements</i></p>	<p>Also persistent absence has greatly decreased overall and PP children have also shown a 5% decrease compared to last year.</p> <table border="1" data-bbox="517 286 1083 533"> <thead> <tr> <th></th> <th colspan="2">Year</th> </tr> <tr> <th></th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>93.4%</td> <td>94.4%</td> </tr> <tr> <td>PP</td> <td>92.4%</td> <td>92.9%</td> </tr> <tr> <td>Overall PA</td> <td>23.5%</td> <td>13.2%</td> </tr> <tr> <td>PA for PP children</td> <td>23.5%</td> <td>17.8%</td> </tr> </tbody> </table> <p>Attendance certificates were issued termly for individual pupils and weekly for classes.</p>		Year			21/22	22/23	Overall	93.4%	94.4%	PP	92.4%	92.9%	Overall PA	23.5%	13.2%	PA for PP children	23.5%	17.8%	<p><i>£8,16 as package Additional £549</i></p>
	Year																			
	21/22	22/23																		
Overall	93.4%	94.4%																		
PP	92.4%	92.9%																		
Overall PA	23.5%	13.2%																		
PA for PP children	23.5%	17.8%																		
<p><i>Provide wide curriculum opportunity in DT/Food technology across the school</i></p>	<p>Children from across the year groups were able to have access to cooking lessons to produce a food product linked to their topic/theme. This increased their knowledge of different foods, cultures and also improved their cooking skills and knowledge around safety in the kitchen.</p>	<p><i>£500</i></p>																		
<p><i>Provide wide curriculum opportunity in learning an instrument</i></p>	<p>All children in Year 5 learnt to play an instrument for the year. They widened their experiences by performing to an audience at the Bury st Edmunds Apex venue.</p>	<p><i>£6,300</i></p>																		
<p><i>ELSA trained staff to work with Vulnerable and PP children on their emotions</i></p> <p><i>Training of additional ELSA TA.</i></p>	<p>Over the year 24 children were supported by the 2 trained ELSA members of staff. The impact of this was that we saw less emotional outbursts from these children, and they were able to talk about how they felt and how they can control their emotions.</p> <p>To increase capacity a third member of staff was trained during the year and will now take on pupils from September 2023.</p>	<p><i>£1515 + £510</i></p> <p><i>£0 additional as course provide free</i></p>																		
<p><i>Subsidised uniform and PE kit</i></p>	<p>Across the school free jumper, ties and shirts as well as PE uniform were supplied to pupils that parents were struggling to provide the correct uniform.</p>	<p><i>£2,000</i></p>																		
<p><i>Family support working with families, vulnerable pupils</i></p>	<p>Family support new to post worked with numerous parents and children to support them on parenting skills and offer advice and sign-posting to external agencies.</p>	<p><i>£36207</i></p>																		

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?	Supported in Early years in language and in KS1 for language and Phonics. Support from PP Lead and Principal with transition into school. Pupils also benefited from ELSA support. Attendance officer also supported the families.
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in language. Rapid catch up in Phonic in KS1 when they started the school with little or no prior phonics knowledge. Individual pupils supported with ELSA when needed and have shown an improvement in their emotional well-being.