

# Pupil premium strategy statement – *Christ the King Catholic Voluntary Academy*

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	19/12/23
Date on which it will be reviewed	December 2024
Statement authorised by	M Watts
Pupil premium lead	M Watts
Governor / Trustee lead	J Boxall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,930
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£75,930</b>
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## Part A: Pupil premium strategy plan

### Statement of intent

At Christ the King, our aim for our disadvantaged pupils is to enable them to overcome barriers that they face both in school and externally and give them the prerequisite academic and social skills along with the meaningful cultural capital required to achieve in line, and if not better, than those from non-disadvantaged backgrounds. We aim to improve the percentage of disadvantaged children achieving expected outcomes and above in Reading, Writing, Maths and the entire curriculum so that it is in line with that of our non-disadvantaged pupils. We aim to provide wider opportunities for all pupil premium children so that they can engage in and experience activities that increase their understanding, appreciation and acceptance of the wider world and the communities which inhabit it.

Our current pupil premium strategy is formed around the Education Endowment Foundation's three-tiered approach. We engage in promoting and enabling quality first teaching as the main focus of our funding and provision ensuring that children experience high-quality education in all areas of the curriculum. Our curriculum and teaching ensures that children are provided with effective instant feedback across all areas of the curriculum, which is adapted daily to suit their needs for development. Teachers make use of adaptive teaching strategies to ensure that effective scaffolds are in place to ensure that all learners are able to access learning and achieve. The curriculum is being refined using current educational research to ensure that disadvantaged children have the chance to learn from carefully planned sequences of lessons to enable them to learn more and remember more. We ensure that targeted academic support is provided in smaller groups to ensure that children can be supported individually and in small groups to further tailor their learning journey and apply the correct level of support for them.

Finally, we offer wider strategies to support the broader needs of our disadvantaged pupils paying careful attention to their needs outside of the academic spectrum. Outdoor learning is being further embedded this year to develop and support our most disadvantaged pupils and develop a range of skills including self-confidence. Ongoing work on embedding Catholic Social Teaching within our curriculum will be at the heart of developing moral and considerate approaches to wider society. Extra-curricular activities such as clubs and other experiences are planned to enable our disadvantaged children to engage with a rich variety of experiences. We continue to build upon our comprehensive residential offer that begins in Y2 and provides the children with a range of experiences designed to develop their character and establish greater cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Increased need to support language and communication skills upon entry to EYFS</b>
2	<b>Low exposure to 'rich and ambitious' vocabulary</b>
3	<b>Challenges in Social Skills and Personal Character Development.</b>
4	<b>SEMH needs - Emotional Health Challenges and Emotional Regulation.</b>

## 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 communication and interaction of the children in EYFS.	Children in EYFS and beyond will be able to communicate effectively with their peers and adults, support their learning and resolve conflict using words.
For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	Success to be measured against progress in the reading and writing curriculum. Children will achieve at least in line with their peers at key assessment points and at end of KS in reading and writing.
For children to have growth mind-set, good interpersonal skills, strategies for forming and maintaining relationships, teamwork and resilience. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.	Success to be measured against progress in the PSHE Curriculum as well as impact across the wider curriculum.
For children to gain strategies to boost low self-esteem, raise confidence and develop feelings of trust, security and safety. These improved skills to support the child's ability to manage their cognitive load, process new information and make links within their mental schema.	Success to be measured against progress in the PSHE Curriculum. Christ the King functioning successfully as an Attachment and Relationships aware school. Systems of early identification of needs are robust and embedded across school. All staff, parents and children have an awareness of strategies to enhance positive well-being and prevent decline in emotional health. Boxall profiles or similar to show progress on an individual level.

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching focusing support for pupil premium children through scaffolding and explicit teaching.</p> <p>CPD on effective feedback</p> <p>CPD on effective scaffolding.</p> <p>Team teaching with ECTs</p> <p>Participation in NELI programme (revised) with particular emphasis on FS1</p>	<p>Following monitoring, teaching structures have changed to encourage more whole class teaching as EEF evidence suggests that streaming can have a less than positive impact on learning for those who are less able.</p> <p>Providing TA in class will allow staff to specifically target Pupil Premium children in their feedback.</p> <p>Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning</p> <p>Ensuring clear and effective pedagogy is essential in ensuring disadvantaged pupils are supported in closing learning gaps.</p> <p>The NELI programme has been shown to improve children's oral language skills by 7 months. The EEF also states that oral language interventions have a high impact.</p>	1
<p>Further analysis of tier 1 and tier 2 vocabulary utilised.</p> <p>Build tier 1 and 2 vocabulary clearly into the curriculum (knowledge organisers, vocabulary pyramid) and into feedback sessions to ensure a focus on quality vocabulary remains high profile for all.</p>	<p>Book scrutiny showed the following strengths: Pupil Premium children are completing work in line with peers at the appropriate ARE. There is clear evidence of their understanding in their independent work. Quantity and quality is maintained to a high standard throughout and children are demonstrating clear commitment to their own learning. This links closely to the EEFs findings that 1:1 short, focused feedback supports good learning development.</p> <p>Drawing children's attention to tier 2 and 3 language as outlined by Alex Quigley in 'Closing the gap' is key in exposing children to high level vocabulary in their writing.</p>	2

Focus on vocabulary in classroom.		
<i>Revisiting current phonics scheme and practice – see separate action plan.</i>		
<p>Targeted support for subject leaders to monitor and establish high level vocabulary and retrieval opportunities within their subjects across the school.</p> <p>Subject leads to develop clearer sequences of learning with greater opportunities for retrieval.</p> <p>Clear structure for retrieval and whole class feedback to be embedded.</p> <p>Create key vocabulary banks for all subjects and design lessons to expose children to high level vocabulary and apply it in their learning.</p>	<p>Quality first teaching to be established in all foundation subjects with resources and expertise in place to support staff in their pedagogy and subject knowledge.</p> <p>Making use of Oliver Cavaglioli's work on using dual coding to ensure that pupils are able to use multiple strategies to decode learning and embed in longer term memory – CPD accessed.</p> <p>Lee Northern also explains how Cumulative dysfluency can be reduced and avoided through effective use of planned retrieval. Using more open questions with some prompts encourages engagement and more opportunity for assessment.</p> <p>Developing clear smaller steps for success in learning and planning to identify component knowledge will enable leaders to ensure that teachers reduce the stress and cognitive load on working short term memory as outlined in Rosenshine's principles.</p>	1 and 2

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture groups and therapeutic play sessions to be implemented according to need.</p> <p>Chaplaincy provision to be maintained and maximised.</p> <p>KS2 outside environments to be continued to be developed as outdoor learning facilities.</p> <p><i>Further development of outdoor environment in EYFS to support learning and emotional regulation and wellbeing.</i></p>	<p>The EEF outlines Teaching self-regulation explicitly- nurture and ELSA support makes use of the EEFs 6 summary recommendations for teaching effective selfregulation. Some are outlined as a key focus below:</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <ul style="list-style-type: none"> <li>• Self-regulation: teach children to use self-calming strategies and positive selftalk to help deal with intense emotions.</li> <li>• Social awareness: use stories to dis-cuss others' emotions and perspectives.</li> <li>• Relationship skills: role play good com-munication and listening skills.</li> <li>• Responsible decision-making: teach and practise problem solving strategies.</li> <li>• Use simple ground-rules in groupwork and classroom discussions e.g. talking bears to facilitate understanding of turn taking and table tennis conversations to highlight the importance of listening.</li> </ul> <p>Evidence for the impact of these actions is gained through leader observation of personal development of participants and verified by the overall Pass Survey results over the course of the year.</p>	<p>3 and 4</p>

<p>Implement and embed Behaviour policy in line with Attachment and Relationships Aware school principles.</p> <p>Staff CPD to support. Wellbeing Days to be embedded throughout year.</p>	<p>The EEF outlines the proactive approaches to establishing good behaviours including; Effective classroom management, reward systems, behaviour related praise, clear and concise policy that is consistently applied, and encouragement to be self-reflective.</p> <p>The EEF outlines the application of 'teaching behaviours to reduce the need to manage misbehaviours' and to</p>	<p>3 and 4</p>
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<p>Catholic Life Opportunities</p> <p>Pupils to benefit from time with Chaplains to support understanding of faith and the Gospel values.</p> <p>To be provided with prayer resources to support class worship.</p> <p>To be involved in a walk to church/ to attend Mass or Adoration as appropriate.</p> <p>Prioritising PP children for roles and responsibilities to develop spirituality and leadership.</p> <p>This can include play leaders, chaplaincy team, Faith in Action team, CAFOD club, opportunities to participate in wider experiences eg Young Voices project, experience days offered by local secondary school.</p> <p>Increase range and scope of extra-curricular offer to include a wider range of ages and activities such as debating, drama, dance, sport, caring for our Common Home.</p> <p>CPD to develop staff confidence of using Edukey for tracking and monitoring provisions.</p>	<p>'provide conditions for these behaviours to be developed.'</p> <p>Whole school behaviour policy to be further embedded and applied consistently.</p> <p>Wider responsibilities will be provided to PP children to encourage behaviour related praise and to offer the chance to reflect on their behaviour as a role model to others.</p> <p>Initial work on improving the holistic offer to all children to support their emotional health and wellbeing begun on this last year have shown real impact in terms of the PASS survey results.</p> <p>Best practice around supporting children with SEND needs and adapting to meet needs supports this approach.</p>	
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Staff monitor through active provisions on Edukey.		
Targeted intervention groups planned into morning and afternoon sessions as appropriate – ensure time is built in for these in order to avoid missing curriculum time.	<p>Targeted support to enable children to develop vocabulary related to the curriculum and enable to access challenge and support where it is required.</p> <p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Target support to be planned, using high quality targeted feedback, following pupil progress meetings to address key needs to pupils and reviewed regularly.</p>	1 and 2

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Catholic social teaching embedded across all subjects within the curriculum and add to knowledge organisers to make links explicit.</p> <p>Celebration of our school values built in to our weekly celebration.</p> <p>CST principles in action celebrated as part of this.</p>	<p>The EEF outlines the application of 'teaching behaviours to reduce the need to manage misbehaviours' and to 'provide conditions for these behaviours to be developed.'</p> <p>Focusing on our school values crown and seeing these values in action. This work will enable children to develop and hone these behaviours.</p> <p>Whole school charity work to ensure children are aware, proactive and supportive of the wider needs of others around the world and in our local community. Children will learn the importance of caring for others and a broader knowledge of society around them and the issues different communities face.</p>	3 and 4
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	<p>Catholic social teaching embedded within the curriculum to further establish them in the children's minds that all we do in every subject/walk of life can have a positive and meaningful impact on others</p>	
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<p>To continue to embed outdoor learning sessions for children to help them to engage and respond positively with growing confidence. Children exposed to wider life skills and to be given a safe space to talk and offload should they need to. Key focus on SEMH.</p> <p>Embed and monitor how outdoor learning is built into the curriculum.</p> <p>Formalise outdoor learning and residential trips offer into a character curriculum</p>	<p>The EEF outlines Teaching selfregulation explicitly and outside spaces and forest school activities give children opportunities to show and demonstrate; Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <ul style="list-style-type: none"> <li>• Self-regulation: teach children to use self-calming strategies and positive selftalk to help deal with intense emotions.</li> <li>• Social awareness: use stories to discuss others' emotions and perspectives.</li> <li>• Relationship skills: role play good communication and listening skills.</li> <li>• Responsible decision-making: teach and practise problem solving strategies.</li> <li>• Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.</li> </ul> <p>To provide children with wider opportunities to learn in the outdoor environment, work with children of different age groups to develop responsibility and leadership skills.</p> <p>Engage in tasks which require teamwork and consideration of others leading to greater communication and social skills being developed.</p> <p>The New Economics Foundation (NEF) stated the effects that outdoor learning can have of pupils as the following: Confidence: children had the freedom, time and space to learn and demonstrate independence. Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. Communication: language development was prompted by the children's sensory experiences.</p>	<p>3 and 4</p>
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	<p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
<p>A range of clubs offered after school and cost covered for PP children of paid clubs.</p> <p>Music tuition and instrument hire.</p>	<p>EEF finds that Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment).</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>To offer wider engagement in enrichment activities.</p> <p>To improve social and communication skills through interacting with children from different age groups and develop interpersonal skills.</p> <p>Through sporting clubs- leadership, sportsmanship and teamwork skills will be targeted and enhanced.</p>	3 and 4
<p>Bespoke menu of provision based on staff expertise to offer for a range of needs in school. Children to be identified and supported with this menu to ensure there are multiple options and ways to support. This includes liaison with outside agencies to support children as appropriate.</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.'</p> <p>Creation of an effective menu will enable to staff to select from a host of options the best and most effective interventions for disadvantaged children.</p>	1,2,3 and 4

**Total budgeted cost: £ 75,282.57**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Last year marked the end of the school's previous three-year strategy for disadvantaged pupils.

The aims for the school's strategy were as follows:

- A. For there to be a fluent and well-planned writing curriculum to enable children to be confident and secure with composition, grammar, punctuation and spelling, as well as wide and varied vocabulary.
- B. Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.
- C. For existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.
- D. For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.
- E. For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.

Impact for A:

- High – The Write Stuff approach has been implemented successfully. To continue to embed further The Write Stuff approach across KS1 and KS2, and to move to the next phase of implementation with the reading approach.
- Next step to see impact through end of year writing data after a further full year of embedding this approach – focus on PP progress in writing in progress meetings and gaps to be identified quickly.
- Clear evidence of consistency of approach in books, classroom displays, learning walks etc.
- Successful use of school led tutoring to support the needs of our most vulnerable learners and ensure any gaps were closed, with a particular focus on being secondary ready.
- Further embed specific interventions targeting needs as identified through provision mapping process, Catch Up funding application etc.
- Interventions to continue and expand our offer – physical literacy in KS2 with specialist teacher.
- Track impact on end of year data. Baselines to be conducted and specific children targeted.
- NELI to be implemented following training.

Impact for B:

- Ensuring children make a strong start to Reception and early intervention continues to be a priority.
- Continued focus on QFT and use of Reception baseline to inform practice.
- This to continue as still relevant due to missed experiences and learning due to lockdown, as well as increased needs in our EYFS.
- Introduction of EduKey to support tracking, monitoring and target setting for our vulnerable children. Further embed this.

#### Impact for C:

- High – evidence from SDQs, enhanced transition offer throughout school, responsive to needs and children supported as needed.
- To continue this high level of support for our most vulnerable children and families.
- Careful identification of children and responsive targeted support to continue with our Therapeutic Play specialist.
- Continue to involve parents (EEF – high impact)
- Strong Early Help offer to families
- Continue to refine and develop attendance monitoring and practice in order to ensure that support needed is in place.

#### Impact for D:

- High during lockdown – good engagement with home learning – see remote learning SEF.
- Low during school time – children and teachers needing a break from online work.
- Revisit home learning tasks as a whole school and decide on our approach – use of Century KS2 to set projects? Education City or Espresso to be further explored as options.
- Revision of homework policy in consultation with parents and children to devise a strategy that is effective, is research-based and if effective in improving outcomes for all. Support offered for completion of homework in school.
- Class emails to be maintained and continue to liaise closely with parents this way.

#### Impact for E:

- High – full range of extracurricular clubs, to which all PP children were invited and attended throughout the year, including: debating, engineering and computing, school newspaper, yoga, board games (SLC) etc
- This provision will continue to be refined and rolled out again this academic year. Additional clubs offered as part of our school-led grant funding, based on specific gaps and catch up.

Our new strategy focuses on the same goals as the previous strategy with further enhancements and objectives in place to ensure more consistent outcomes for disadvantaged pupils.

24 update:

	2021/2022	2022/2023	2023/2024
Reading	87.5%	85.7%	100%
Maths	100%	71.4%	100%
Writing	87.5%	71.4%	100%

Data as outlined above shows that the outcomes for our disadvantaged pupils has been impacted by cohort specific challenges, however, the impact of the implementation of the strategy is evident from this year's cohort, with the increased focus on vocabulary being something that was specifically commented on by our external moderator for KS2 writing. The focus for us as a school now lies in ensuring this trend continues and also that this is mirrored in KS1 data. The introduction of Mastery of Number in EYFS and KS1 will be a next step towards achieving this aim.

This year, the Trust used a pupil voice survey to ascertain the views of KS2 children in terms of their attitudes to their learning and towards school, as well as how they view themselves as learners. Analysis of this survey revealed overwhelmingly positive results in general. Evidence of the impact of feedback practices was clear with 90% of all the children responding strongly agree or agree to the statement "My teacher tells me how to improve my work." Of the children who responded with not sure, only 25% of these were disadvantaged. This reflects the positive impact of the development of retrieval practices throughout the curriculum and year groups, including a structured feedback session at the start of each lesson.

In response to the statement "Learning new things is easy for me" 60% of children responded with sometimes. Further exploration is needed around this through pupil voice in order to ascertain specific feelings and to establish any curriculum tweaks that may be needed to support our learners.

Whilst the vast majority of statements have been met with a high level of satisfaction against national and Trust comparators for disadvantaged pupils, there remains a gap in many statements, particularly those around self-esteem and self-regard as learners. A strong continued focus on implementing explicit teaching of tier 2 and 3 language is planned in to address some of these gaps to support all learners in accessing the curriculum through exposure to and experience of a wide-range of high quality vocabulary.

Our therapeutic play and nurture programme is robust and evidence from the pupil voice survey reflects this, illustrating that the children we are supporting with their SEMH through this programme are effectively targeted and that we are identifying and pre-empting children's needs as they arise. Indeed, the children who disagreed with



the statement “I know how to be a good learner” and “I find most of my schoolwork interesting” are children who had recently begun to access additional SEMH interventions which can further explore and develop their self-regard as learners.

PSHE data from 2024 suggested that disadvantaged pupils achieved well in PSHE lessons with 75% achieving expected standards at the end of KS2. A further area for development is to explore disadvantaged children achieving greater depth. This is something that has been planned for in terms of ensuring QFT is accessed by all children with a subject expert delivering our PSHE curriculum throughout school to ensure the profile of PSHE remains high and is not “lost” to other interventions.

On evaluation of the impact of strategies adopted by the school in the previous strategy, school will maintain therapeutic play and nurture provision, alongside outdoor learning provision and our programme of residential and extra-curricular activities will continue to develop self-esteem, self-confidence and resilience in supportive environments. Mastery in Number has been introduced successfully and continues to be embedded, with CPD for staff delivered regularly via our Maths lead and the Maths Hub.

Our new strategy focuses on the same goals as the previous strategy with further enhancements and objectives, based in research and evidence, to ensure more consistent outcomes for disadvantaged pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Outdoor learning specialist	Adventure Unlocked

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information

### Additional Activity

Our Pupil Premium strategy will be supplemented by additional activities that are not funded by pupil premium: These will include:

- NELI project- NELI trial is to be accessed for our FS1 class alongside the previously trained TA who has rolled out NELI in Reception.
- Further CPD for staff in how to support children dealing with the range of needs in school. Disadvantaged pupils will then have greater access to this support in school should they require it.
- Purchasing of new curriculum resources to ensure that meaningful scaffolds can be applied to support all learners.

### Planning, implementation, and evaluation

Our new pupil premium strategy has been formed with extensive reviews of the previous threeyear strategy and has built on areas of the implementation that did not have the expected impact. The school has actively taken part in Pupil premium Triads to quality assure our processes and this will be actioned again for the next three years.

Research has heavily influenced our decision-making regarding key focuses for the new strategy with the EEF being a reliable and useful source of effective practice and support for disadvantaged pupils.

We use a range of formative and summative assessment formats to inform the decisionmaking process and to monitor progress. This will continue to be carefully monitored over the three years with regular points set for review and refinements to be made as this will be a working document designed at adapting to ensure we apply the best evidence-based practice to ensure our disadvantages pupils secure strong outcomes.