PUPIL PREMIUM AND RECOVERY PREMIUM STRATEGY

2024-25 ACADEMIC YEAR

2022-2025 THREE YEAR PLAN

FOR:

PART A: Our 2022-2025 strategy p2-p6

PART B: Our 2023-24 Plan (Year two of three) p7-p13

PART C: Our 2022-23 Review (Year one of three) p14-p17

The Pegasus Partnership Trust
STRATEGY STATEMENT 2022-2025

Context:

Since February 2020 the UK has been affected by COVID-19, leading to a national lockdown in March 2020 before a national school reopening in September 2020 and a subsequent set of lockdowns along with local tiered restrictions. This has affected the mental health and wellbeing of children, their families and staff in different ways and has also financially affected the Trust through loss of lettings income and potential funding changes over the next three years to address a national financial deficit.

Objective:

To ensure all children rapidly recover from gaps in learning to achieve their personal bests

Whilst we are in a global pandemic, the Trust needs to follow all guidance to protect all stakeholders, make best use of technology and identify alternatives to funding and income generation to secure financial stability and budget projections over the next three years.

We will achieve this objective by:

- Implementing an efficient assessment of curriculum coverage and followed by baseline assessment of all children in order to plan a broad and balanced education recovery plan
- Developing cost-effective and research-tested catch-up initiatives across all ages and phases (see EEF Guidance document)
- Re-aligning policies, expectations and curriculum based on changes
- Having well-being awareness, identifying children/staff who may require support to overcome barriers to learning linked to mental health, equality of access or personal development

Key Performance Indicators

All academies fully open, COVID safe, isolated COVID-cases; remote learning in place and accessible for those self-isolating

1. Broad and balanced curriculum in place with a recovery programme linked to changes in curriculum coverage
2. Baseline assessments and gaps identified and addressed promptly
3. Catch up interventions implemented
4. Tracking shows progress towards PIXL predictions

2024-2025

The Welldon Park Academy

PUPIL & RECOVERY PREMIUM STRATEGY

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 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 academy.

Academy overview

Detail	Data
Academy name	The Welldon Park Academy
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	24% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 (2022-2025)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sash Hamidi, Executive Headteacher Local Stakeholder Group Education & Safeguarding Committee
Pupil premium lead in this academy	Sanjana Bakshi
Local Stakeholder Group Associate lead	Becky Cleary
Trustee lead	Aliya Dhanji

2023-2024 Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,939
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,939

Part A: Pupil Premium 2022-2025 Strategy Plan

Statement of intent

Statement of Intent for Pupil Premium Review
The Welldon Park Academy

- At The Welldon Park Academy, our primary objective in utilising the Pupil Premium Grant (PPG) is to raise the attainment of pupils from low-income and vulnerable families. By addressing the specific needs of these pupils, we aim to narrow or close the academic achievement gap between them and their peers.
- The 2022-23 academic year marked the beginning of our three-year strategy to mitigate the long-term impact of the Covid-19 pandemic on our pupils. We recognise that the disruption to schooling has widened existing attainment gaps, and we are committed to taking focused, evidence-based action to reverse this trend.
- Our approach to the allocation of PPG is guided by the following key principles:
- **Evidence-Based Decisions**: We select interventions and strategies supported by strong academic research to ensure that our spending has the greatest possible impact on pupil outcomes.
- **Focused Priorities**: We concentrate on a small number of high-impact priorities, allowing us to allocate resources effectively and achieve meaningful progress.
- **Whole-School Development**: Our PPG strategy is integrated into the whole-school development plan, ensuring that our efforts to support disadvantaged pupils are embedded across all aspects of school life.
- **Addressing Controllable Challenges**: We prioritise actions that address the challenges within our control, and which have the most significant impact on the academic success and well-being of disadvantaged children.

Through this carefully considered strategy, we are determined to create equitable learning opportunities for all pupils, helping them reach their full potential.

2022-2025 Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental Engagement
3	Access to technology
4	Aspirations
5	Mental Health

By 2025 - 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
All disadvantaged children make progress from baseline assessments on entry to Nursery and/or Reception to the end of year assessments	Gaps in rates of progress between disadvantaged and non-disadvantaged children are narrowed or closed
There is a smaller attainment gap between disadvantaged and non-disadvantaged children through effective staff deployment, training and effective interventions	Attainment targets for Y1-Y6 Phonics Screening, Reading, Writing, Maths, Multiplication Tables Checks and Grammar Punctuation and Spelling are achieved by an increased number of disadvantaged children

Part B: Planned Activity in the 2023-24 academic year for The Welldon Park Academy

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a range of documents with evidence-based approaches to benefit all students. Schools should use these documents to help them direct their additional funding in the most effective way.

Teaching

Budgeted cost: £19,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Our children come into school way below the national average expectations in all areas. We therefore need to ensure that we invest more robustly in a strong reading start in EYFS. We have devised our own assessments to that we can capture all progress. Research tells us children in KS1 need to read at 90 words per minute to get inference from the text. Our aim is to get all children reading 90 words per minute. We have all staff trained in RWI and continue to invest heavily in the RWI consultant so we can work on specific targeted children in the PPG group, know precisely what next steps are needed to reach life milestones so that further catch up is not needed.	**EEF advises** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading	4 and 5
Recruitment & Retention: We are using effective systems to ensure that our teachers are doing the right work, in the right way. We are investing in highly effective teachers to ensure all children with PPG have access to high quality teaching which we know has the biggest impact on outcomes We know that workload is a big consideration and pressure on teachers. We are using the ECF as a learning tool to improve support for all teachers. The Education Policy Institute Feb 2019 research also suggests that high-quality CPD has impact on retaining staff especially those new to the profession. *Quality CPD is essential (See above)*	**EEF Research** https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention?utm_source=/news/new-initiatives-to-improve-teacher-retention&utm_medium=search&utm_campaign=site_search&search_term=retention	1,4 and 5

In-class resources: We are a book rich school with a wide range of reading material. We have set up many points of access for disadvantaged children. There are class libraries with a range of texts available for each class. We have a strong set of class readers that support text reading. We also have visits from authors and promote a love of reading through book clubs and discussion. Alongside the technical process of reading, it is essential that we maintain a love of reading.	**EEF research** Reading Comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. The wider range of reading matter the more chance there is of motivating and engaging readers	4,5

Targeted academic support:

Budgeted cost: £18,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring - 1-to-1 and small group tuition: We will enable as many identified pupils (these are PPG children or those where the attainment gap has widened over lockdowns/we have identified as vulnerable) as possible to access good quality, targeted tuition in maths and reading. We are part of an EEF trial for an AI maths tuition program and we also use an English support program to enable children to have personalised support (Maths Whizz program £5400) (Literacy Gold £1,700)	EEF advises https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition	3,4 and 5
1:1 support: We are looking at various interventions including the GAP analysis that is provided by the PIXL assessment tool. RWI shows the gaps in reading and phonic knowledge and allows us to provide targeted 1:1 catch up within school time. HLTAs will be supporting year groups to offer specific and targeted interventions in line with	**Reading with pupils** Targeted support is shown to have high impact if it is well sequenced and planned, with a robust assessment of progress to move pupils on. This targeted support will have more impact if it is additional to and explicitly linked to normal lessons. If using TAs, 1:1 interventions are most beneficial when a structured intervention with well trained staff (Such as RWI) is in place	4,5

PIXL assessments and therapies. These are used with the assessments that PIXL provide for each year group (£1,800 in RWI Development days) (£2,300 RWI subscriptions)		
Interventions The EEF indicate that there can be positive impact on learner outcomes if TAs are deployed effectively. To enable this to happen we need to invest in the CPD for TAs. This can improve outcomes by additional 4 months. Targeted interventions such as 1:1 and small groups can improve outcomes by up to 6 additional months – use of PIXL assessment tool will provide specific and focused 'therapies' to be carried out as a 1:1/small group (£12,000 for 3 years, £4000 per year split over 3 years)	**Reading plus** • Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA). • Reading Plus's research portfolio of studies meets the highest levels of evidence needed under ESSA to evaluate instructional programs. • As a result of those studies, Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition	3, 4 and 5
Maths we are using an intervention called 'Number Stacks' which is designed to specifically address core skills in maths and reteach misconceptions TAS running this intervention in each year group £200 for Number stacks and time to train TAS	Number Stacks uses a unique combination of stackable place-value counters and video tutorials to enable any adult, regardless of teaching experience, to help children master the foundations of the number system. Over 60 key skills from the Primary National Curriculum have been separated into 5 different categories and aligned by year group. Each Key Skill has its own video tutorial designed to be watched by adult and child together. These videos break down the skills into simple, manageable steps and allow opportunities to practise each step before assessing the child's understanding with a final fluency activity.	
Growth and development lead Internal research into our cohort of children shows us that our PPG children often have multiple and complex issues that have impacted	Implementing a Teaching Assistant (TA) role dedicated to enhancing social skills, emotional resilience, and aspirations among disadvantaged primary school pupils is	

their life and their progress. We have therefore invested in an additional TA who is working on specific areas of need Pupil Premium TA £8,995.90	supported by research indicating positive outcomes in these areas. Social Skills and Emotional Resilience: Social and Emotional Learning (SEL) programs have been shown to improve students' social interactions and emotional well-being. A meta-analysis found that SEL interventions led to an average of 11 percentile-point gains in academic performance, alongside improvements in social behaviours and reductions in emotional distress. Teaching Assistant Interventions: The effectiveness of TAs in these roles depends on structured implementation. Research indicates that TAs can have a positive impact when delivering targeted interventions, particularly in small group settings. The EEF highlights that well-structured TA-led interventions can lead to meaningful improvements in student outcomes. Case Studies: Several schools have successfully utilised Pupil Premium funding to support TA roles focused on social and emotional development. For instance, Bader Academy emphasises the importance of social and emotional learning, noting that explicit teaching in this area ensures improved pupil outcomes. Lacey Green Primary School In conclusion, allocating Pupil Premium funds to a TA role dedicated to enhancing social skills, emotional resilience, and aspirations is supported by research. Such interventions, when well-implemented, can contribute to improved social behaviours, emotional well-being, and academic performance among disadvantaged primary school pupils. Recent Initiatives in Social-Emotional Learning for Primary Students	

Wider strategies:

Budgeted cost: £95,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health: All staff and parents need to be explicitly aware of the Early Help offer. This includes signposting to the relevant agencies or therapists in the school setting or outside. Wellbeing is also created from organised and streamlined systems that enable people to do work that has impact £21,156	**Early Help** Identifying needs of pupils reduces mental health issues. Evidence suggests that a strong 'Early Help' offer with access to acute services such as counselling and learning mentors allows children to work on their mental health, with support, to develop strategies that sustain good mental health. https://www.mental lyhealthyschools.org .uk/whole-schoolapproach/england/u nderstanding-themental-healthlandscape-inengland	5
Attendance: Children who are classed as persistent absentees will be on an attendance plan. We will work closely with the Local Authority to ensure that we have a relentless approach to children who regularly miss school without good reason. Weekly reports are written by the attendance officer and analysed by SLT A rigorous plan and timetable is in place for letters to parents of pupils who fall below 96% stating the importance of bring children to school, their legal duty and the consequence of not doing so. We provide personalised early outreach for those who are struggling The Family Focused Coordinator will work with the attendance office, the assistant head for inclusion and the families to achieve meaningful targets for attendance with support and share impact and success	**Government research, led by Charlie Taylor showed these approaches as vital:** • Looking out for patterns of poor attendance in school nurseries so issues can be tackled as early on as possible • Using measures such as home visits or staff picking children up from home • Working with other agencies and avenues such as education welfare officers, social services, the police and the courts where parents do not co-operate • Teaching parents to understand the difference between minor ailments and illnesses that warrant a day off • Refusing every request for holidays unless there are really exceptional circumstances	1

Behaviour: Continue to meet the needs of all pupils through a firm and fair process. Using the Principles of Nurture – every behaviour is a communication. Staff focus has been on relationships with their pupils, greeting and getting to know them. We are still embedding whole school strategies as well as class expectations. We have a range of focused interventions with a learning mentor or the SENCO for individual needs. Due to the vulnerability of our community our behaviour approach is centred around relationship and connection We have also employed a growth and learning mentor, so that we can provide a much-needed trauma informed response to children who are struggling in school.	www.whentheadultschange.com Paul Dix's book, When the Adults Change, Everything Changes, emphasizes the pivotal role of adult behaviour in shaping student conduct and fostering a positive school environment. The core premise is that by altering adult responses and interactions, schools can affect significant improvements in student behaviour, which is particularly beneficial for disadvantaged pupils. Key Principles from the Book: • Consistent, Calm Adult Behaviour: Maintaining composure and consistency helps create a stable environment where students understand expectations. This approach is crucial for disadvantaged children who may lack stability elsewhere. Research School • First Attention to Best Conduct: Prioritizing recognition of positive behaviour encourages its repetition, fostering an environment where good behaviour is the norm. Research School • Relentless Routines: Establishing and maintaining clear routines provides structure, aiding all students, especially those from disadvantaged backgrounds, in understanding and meeting behavioural expectations. Research School • Scripting Difficult Interventions: Preparing responses for challenging situations ensures that interventions are constructive and non-confrontational, promoting better outcomes for students. Research School • Restorative Follow-Up: Engaging in restorative practices after incidents helps repair relationships and reinforces positive	1,2,3,4 and 5

	behaviour, which is essential for creating an inclusive school culture.	
Family engagement: We are continuing to develop parental engagement projects. We are investigating ways to engage parents in a sustained way that will bring a window to their child's work and break down barriers between home and school. We have a number of open school events that welcome families into school Seesaw allows our parents to have a window into the classroom and see their child's learning journey. This allows more parents to connect with their child's learning and feel empowered to support with school work Cost for SEESAW £3,220	Research shows that children whose parents are involved in their early education (EYFS) have more secure attachment and confidence in later life. We therefore will continue to stay and play events, invite parents and hold workshops. Children make the best progress when parents are involved with their child's learning According to the EEF, parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
IT resources for specific catch up and equity: we have purchased a range of new iPads on a lease program so that our children have access to the latest technology, and our catch-up provision Cost of ipads £5,200 per year over 3 years lease - £1,733 a year	The EEF's report, *Using Digital Technology to Improve Learning*, offers evidence-based recommendations to help educators use technology effectively. It emphasises improving teaching practices, enhancing learning quality, and increasing student practice opportunities. The guidance is built on international research and expert consultation, including examples of successful implementations like better teacher assessments and richer student engagement. For full details, see guidance report. Guidance Report  	
Salary contribution for Pupil Premium for work done:	The SENCO's role in supporting Pupil Premium Grant (PPG) children is pivotal in closing the	2,3,4,5

SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability) £20,479	attainment gap, particularly for those who may face multiple barriers to learning, such as special educational needs or socio-economic challenges. Numerous studies and evidence highlight the positive impact that targeted interventions led by the SENCO can have on the educational outcomes of PPG children. Research shows that children eligible for Pupil Premium Grant (PPG) are more likely to experience special educational needs (SEN) or face additional vulnerabilities, such as trauma or limited access to resources at home (Department for Education, 2015). The SENCO is best placed to provide targeted support that addresses both SEN and socio-economic barriers, ensuring that these children have access to personalised interventions. • Evidence: According to the Education Endowment Foundation (EEF), tailored support, especially for children with complex needs, can have a significant positive impact on their academic outcomes, with one-to-one and small group interventions showing an average improvement of 4-6 months of additional progress. The SENCO's expertise in identifying appropriate evidence-based interventions ensures that PPG children with SEN receive the support that is most likely to lead to improved outcomes. Programs like phonics interventions, speech and language support, and social-emotional learning have been shown to have positive effects on both academic and social development. • Evidence: The EEF's 'Teaching and Learning Toolkit' (2020) highlights that interventions such as phonics-based programs and targeted social skills training can add up to 5 months of additional progress for children facing multiple barriers to learning, including PPG children. • Evidence: EEF research has shown that interventions focused on social and emotional learning (SEL) can lead to improvements in both academic outcomes and emotional regulation, particularly for students from disadvantaged backgrounds. SENCOs collaborate with classroom teachers to ensure that the learning needs of PPG children are met in the classroom setting. By providing advice on strategies, resources, and differentiation, the SENCO helps teachers	

	implement practices that support the learning of PPG students with SEN. • Evidence: Research by the Institute of Education (2019) found that collaborative working between SENCOs and class teachers led to more effective inclusion practices and improved outcomes for children with SEN, particularly when the strategies were aligned with the child's specific learning needs. The SENCO plays a critical role in supporting Pupil Premium Grant (PPG) children, especially those with special educational needs or additional barriers to learning. Through targeted interventions, personalized learning, and close collaboration with teachers and families, the SENCO ensures that PPG children receive the support they need to succeed academically and personally. The evidence consistently shows that when SENCOs are actively involved in the learning process for these children, significant progress is made, closing the attainment gap and improving long-term outcomes.	
Salary contribution for PP Premium for work done: by Headteacher as strategic lead for Pupil Premium (24% of learners described as Pupil Premium) £26,185.4	The Headteacher plays a crucial role in shaping the overall strategy and direction for supporting Pupil Premium Grant (PPG) children. Their leadership and vision are essential in ensuring that PPG funding is used effectively to close the attainment gap and improve the educational outcomes for disadvantaged children. Research highlights several key ways in which the Headteacher's involvement significantly impacts PPG children's success. Research consistently shows that setting high expectations and maintaining a clear vision for all pupils, especially PPG children, is a fundamental factor in improving their outcomes. The Headteacher's leadership in articulating and modelling these expectations ensures that all staff are committed to raising the aspirations of PPG children. • Evidence: The Sutton Trust (2011) found that high expectations, coupled with a culture of excellence across the school, lead to improved academic achievement, especially for disadvantaged students. When a Headteacher sets a strong, positive vision for pupil achievement, it ensures that PPG children are held to the same high academic standards as their peers.	4,5

	A key responsibility of the Headteacher is ensuring that PPG funding is spent effectively. This involves identifying the most effective interventions and resources that directly support the learning and well-being of PPG children. Evidence shows that careful strategic planning and tracking the impact of spending lead to significant improvements in attainment and social outcomes for these children. • Evidence: According to the Department for Education's (DfE) Pupil Premium: Annual Report 2021, schools that have a clear strategy for the use of Pupil Premium funding and track its impact carefully tend to show higher rates of progress for disadvantaged pupils. Research by the Sutton Trust also indicates that targeted interventions, when aligned with school priorities and supported by the Headteacher, can lead to additional months of progress for PPG children The Headteacher's role in fostering an inclusive school culture where every child is valued and supported is essential for PPG children. Ensuring that all staff are committed to inclusive practices and prioritizing the needs of disadvantaged students helps create an environment where these children feel safe, respected, and motivated to learn. • Evidence: The Education Endowment Foundation (EEF) highlights that whole-school ethos and inclusive cultures contribute to improved outcomes for disadvantaged students. Research indicates that when Headteachers lead by example, promoting a culture that celebrates diversity and supports inclusion, PPG children feel more engaged and supported in their learning. The Headteacher is responsible for monitoring the progress of all pupils, with particular attention to the performance of PPG children. Regular, evidence-based tracking and evaluation allow the Headteacher to adjust strategies to meet the evolving needs of disadvantaged students. • Evidence: According to the Sutton Trust's research on effective use of Pupil Premium, schools that monitor and evaluate the progress of PPG children regularly have a greater impact on student outcomes. By using data-driven approaches to assess progress and identify areas for improvement, Headteachers can	

ensure that interventions remain effective and that resources are used efficiently.

The Headteacher's role in leading professional development (CPD) for staff is vital in ensuring that teachers are equipped with the skills and knowledge needed to effectively support PPG children. When Headteachers invest in high-quality CPD, it helps teachers implement evidence-based strategies that benefit disadvantaged students.

- Evidence: The Sutton Trust (2017) found that effective professional development can have a significant impact on student outcomes, particularly when it focuses on improving the teaching of disadvantaged pupils. By ensuring that all staff, from class teachers to teaching assistants, are trained in high-quality teaching practices, the Headteacher supports PPG children's progress.

Headteachers have a pivotal role in engaging parents and the wider school community in supporting PPG children's learning. Strong home-school partnerships are crucial for fostering an environment that values education and encourages children to succeed. The Headteacher's leadership in creating effective communication channels with parents can drive engagement and ensure that PPG children receive consistent support both at home and at school.

- Evidence: Research from the Institute of Education (2019) shows that parental engagement is one of the most effective strategies for improving the academic outcomes of disadvantaged pupils. Headteachers who actively involve parents in their children's learning and create partnerships with external agencies lead to better attendance, higher achievement, and increased motivation among PPG children.

The Headteacher's leadership in addressing non-academic barriers to learning, such as mental health, attendance, and behavior, is essential in ensuring that PPG children are supported holistically. A child's emotional well-being and overall engagement in school are key factors in their academic success.

- Evidence: The Sutton Trust's toolkit identifies that social and emotional learning (SEL) programs have a positive impact on student outcomes, particularly for those from disadvantaged backgrounds. Research also indicates that interventions to address attendance and behavioral

	issues can significantly improve academic achievement for PPG children, especially when led by the Headteacher as part of the whole-school approach. The Headteacher's ability to build strong relationships with staff and ensure effective collaboration across the school is a critical factor in supporting PPG children. When staff work together to share best practices and tailor strategies for disadvantaged students, the overall impact on PPG children is enhanced. • Evidence: According to Hattie's Visible Learning (2009), teacher collaboration and a positive school climate are correlated with improved student outcomes. Headteachers who foster a collaborative school culture where teachers share their insights and strategies contribute to a more effective and cohesive approach to supporting PPG children. The Headteacher plays an indispensable role in ensuring that Pupil Premium Grant (PPG) children receive the support and opportunities they need to succeed. Through setting high expectations, strategic allocation of resources, monitoring progress, and creating a supportive school culture, the Headteacher can directly influence the academic outcomes and well-being of PPG children. Evidence consistently shows that when the Headteacher leads with a clear vision, engages parents, fosters a culture of inclusion, and prioritizes the needs of disadvantaged students, PPG children make significant progress. These leadership practices are crucial in closing the achievement gap and ensuring that all children, regardless of background, have the opportunity to succeed.	
Counselling Program The Space – School Counselling Programme (24% of Children are PP meaning 24% of academy cost) £4,320 plus £297,00 **FT Counsellor Contribution check percentage**	The provision of counselling services in schools is an increasingly recognized intervention to support the emotional well-being of children, particularly for those who are Pupil Premium Grant (PPG) eligible. Many children from disadvantaged backgrounds face significant emotional and mental health challenges that can impede their learning and development. Research shows that school-based counselling can have a positive and lasting impact on the emotional health and academic success of these children. Children eligible for Pupil Premium are statistically more likely to face challenges such as	4,5

24% contribution to salary for 0.4 FTE School Counsellor £7,480.56	anxiety, depression, trauma, and behavioural issues, which can significantly affect their academic performance and social development. School-based counselling provides a structured environment for these children to address and work through their emotional difficulties. • Evidence: According to the Department for Education (2018), children from disadvantaged backgrounds are more likely to experience mental health problems, with studies suggesting that 1 in 5 children in the UK experience mental health difficulties, and that these issues are often more prevalent in children from lower socio-economic backgrounds. School-based counselling can provide early intervention to prevent these issues from escalating and affecting learning outcomes. PPG children who struggle with mental health difficulties often have challenges with emotional regulation and social interactions, which can negatively impact their behaviour and learning. Counselling provides children with the tools and strategies they need to manage their emotions, improve their self-esteem, and develop healthy relationships with their peers and teachers. • Evidence: A study by the Education Endowment Foundation (EEF) on social and emotional learning (SEL) interventions shows that programs focused on improving emotional regulation can lead to an average of 4 months' additional progress for students. School-based counselling has been found to be a key component in SEL programs, helping children develop key emotional skills that contribute to improved academic performance and behaviour. For many PPG children, emotional difficulties are a barrier to engaging with learning and performing academically. Counselling can help to break down these barriers by providing a space for children to process their emotions, cope with past trauma, and build resilience. This leads to improved focus,	

	better attendance, and greater engagement in learning. • Evidence: According to Mental Health in Schools: Guidance for Teachers (NHS, 2019), counselling is one of the most effective interventions for improving mental health in children, leading to significant improvements in school attendance, engagement, and academic performance. Children who receive counselling are better able to cope with the pressures of school and home life, leading to improved outcomes. Many PPG children with emotional and mental health challenges are at greater risk of being excluded from school due to behavioural issues. Counselling services can offer them a safe, supportive space to explore their difficulties, leading to improved behaviour and a reduction in exclusion rates. • Evidence: The National Children's Bureau (2020) found that school-based counselling services were highly effective in reducing both behavioural problems and exclusion rates among students. The research showed that students who received therapeutic support were less likely to exhibit disruptive behaviours, improving their relationships with peers and teachers and reducing the likelihood of exclusion. Emotional well-being is strongly linked to academic achievement. When children feel emotionally supported and have the tools to manage their feelings, they are more likely to engage with their learning, perform better in tests, and build stronger relationships with peers and teachers. For PPG children, addressing these emotional needs is crucial for narrowing the attainment gap. • Evidence: The OECD's report on "The Role of Schools in Promoting Well-being" (2017) underscores the connection between emotional well-being and academic performance. The report highlights that school-based counselling is an effective	

	means of addressing emotional issues that might otherwise hinder learning, helping students to achieve better academic outcomes. The provision of counselling in schools is an effective, evidence-based strategy for supporting Pupil Premium Grant (PPG) children, particularly those facing mental health and emotional challenges. By offering a structured, safe environment for children to address their emotional well-being, school-based counselling not only improves students' mental health but also leads to better academic engagement, improved behaviour, reduced exclusion rates, and a stronger sense of resilience. These benefits are particularly significant for PPG children, who often face multiple barriers to learning. Investing in school-based counselling is a critical step in supporting the overall well-being and academic success of PPG children, helping to close the attainment gap and ensure that all students have the opportunity to succeed. This section highlights the evidence supporting the value of school-based counselling in improving outcomes for PPG children, making it a key intervention for addressing the emotional and academic needs of disadvantaged students.	
Family Focus Coordinator £6,555.60	Family Support Workers play a crucial role in assisting Pupil Premium Grant (PPG) children by addressing the complex, often multifaceted challenges that children from disadvantaged backgrounds face. These challenges often extend beyond the classroom, impacting attendance, behaviour, emotional well-being, and academic achievement. Evidence indicates that FSWs can be instrumental in breaking down barriers to learning, improving pupil outcomes, and engaging families in the educational process. Regular school attendance is one of the most significant factors in a child's academic success. PPG children, particularly those from disadvantaged backgrounds, are more likely to experience chronic absenteeism due to factors	1,2,5

	such as family instability, health issues, or disengagement with education. Family Support Workers help to engage parents and caregivers in improving attendance by identifying underlying issues and working with families to resolve them. • Evidence: According to a report by Ofsted (2014), schools that employ Family Support Workers often see improvements in attendance, especially for children facing socio-economic challenges. Family Support Workers help establish positive relationships with families, offer practical assistance, and provide support in overcoming barriers to regular school attendance. A study from the National Foundation for Educational Research (NFER) (2015) found that targeted family support led to a reduction in persistent absenteeism in schools with high levels of socio-economic disadvantage. PPG children often face a range of family-related challenges that affect their well-being and academic performance, such as poverty, housing instability, mental health issues within the family, or domestic violence. Family Support Workers can provide tailored support for families to address these issues, often acting as a bridge between the school, local services, and external agencies. • Evidence: Research from The Children's Society (2016) highlights that family support workers who work closely with schools are key to improving the well-being of children living in disadvantaged circumstances. The report found that by offering practical assistance such as helping families access benefits, housing support, or mental health services, Family Support Workers can alleviate stressors that may be affecting children's ability to focus and engage with school. Engaged parents are more likely to support their children's education and contribute to improved academic outcomes. However, many parents of PPG children may feel disconnected from the school system due to language barriers, lack of	

	knowledge about how to support learning at home, or a history of negative experiences with education. Family Support Workers act as liaisons between the school and families, improving communication, building trust, and empowering parents to support their children's learning. • Evidence: Family Support Workers help to increase parental engagement by hosting workshops, providing resources on supporting children's learning, and offering guidance on how to create a positive home learning environment. A study by the Education Endowment Foundation (EEF) (2019) found that increasing parental engagement led to significant improvements in pupil achievement. The report suggests that family engagement interventions can boost learning by an average of 4 months for disadvantaged children, particularly when parents are given specific advice and support to help their children at home. • Children who face challenges at home may not always communicate their needs to teachers. Family Support Workers are an essential resource in supporting Pupil Premium Grant (PPG) children by addressing the complex issues they may face at home and ensuring that their emotional, behavioural, and academic needs are met. The role of Family Support Workers is particularly effective in improving attendance, family engagement, emotional well-being, and academic outcomes for children from disadvantaged backgrounds. By bridging the gap between school and home, Family Support Workers ensure that PPG children have the necessary support systems in place to overcome barriers to learning and succeed in school.	
Enrichment Opportunities We know that vocabulary is one of the biggest predictors of success and typically an indicator of deprivation. We aim to ensure that our children are	Subsidising educational trips and enrichment activities for disadvantaged primary school pupils can significantly enhance their academic performance, personal development, and future	

exposed to as many opportunities to thrive and learn new language through a wide range of personal development opportunities. This might be through school trip supplement, pantomime contribution, or children's university resources £3000	success. Research supports the positive impact of such initiatives: • **Academic Achievement**: Educational trips provide hands-on learning experiences that deepen understanding and retention of subject matter. A study highlighted that students who participate in school trips exhibit better grades, higher graduation rates, and increased engagement in learning. Neamb • **Cultural Exposure and Personal Growth**: Field trips expose students to diverse cultural and historical contexts, fostering intellectual curiosity and personal growth. This exposure is particularly beneficial for disadvantaged pupils who may have limited access to such experiences outside of school. Education Next • **Social Skills and Confidence**: Participation in enrichment activities, including educational trips, can enhance social skills, self-esteem, and confidence among pupils. These experiences encourage teamwork, communication, and adaptability, which are essential for personal development. Zoni Language Centers • **Addressing Inequality**: Schools serving disadvantaged communities often organize fewer residential trips due to financial constraints, potentially exacerbating educational inequalities. Utilizing Pupil Premium funding to subsidize these activities can help bridge this gap, ensuring all pupils have equal access to enrichment opportunities. CFEY • **Parental Engagement and Community Links**: Funding enrichment activities through the Pupil Premium has been shown to engage disadvantaged families more effectively, strengthen school-community relationships, and improve pupil attendance and behaviour. Centre for Social Justice	

Total budgeted cost: £133,939

Part C: Review of outcomes in the previous academic year

2023-24 Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Externally provided programmes

Programme	Provider
Mental Health	Schools Counselling Partnership (Harrow)

Service pupil premium funding (optional)

Measure	Details
How did we spend our service pupil premium allocation last academic year?	N/A
What was the impact of that spending on our service pupil premium eligible children?	N/A

Detail	Amount
Pupil premium funding allocation 2023/24	£137,115 (99 children 22.9%)
Recovery premium	£16,311
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£153,426

Teaching	
ACTION:	**IMPACT:**
CPD:	We spent money on CPD for SLT, on strategic planning for progress for all learners. This meant that our senior leaders led well planned and organised curriculum teams. This looked like a robust and well-prepared curriculum that was planned and delivered sequentially. All results (Phonics, Y2 SATS, Year 4 MTC, Year 6 SATS) went up in school, except EYFS, but this was due to the cohort being lower on entry than we have had before.

Recruitment & Retention:	We have a strong body of committed and stable staff, who have very positive feedback We have recruited to most positions including staff who have come temporarily and decided to stay, citing investment and CPD. We know that these key adults work with our PP children to know them, build relationships and support them. A stream of supply and unfamiliar adults, who are not trained lead to hectic work environments and poor results for PP children. We have recruited two more experienced teachers to the school who bring strength to the quality of teaching in KS2, this is referenced in CSIP report from October 24.
In-class resources:	Each class now has a minimum of 2 iPad devices, with year 5 and 6 having 15 devices per class with a ratio of 1 between 2 to ensure that interventions such as Reading Plus and Maths Whizz are easily accessible daily, to be used as designed. This also allows for children who cannot access devices at home to catch up in school.

Targeted academic support:	
ACTION:	**IMPACT:**
Tutoring - 1-to-1 and small group tuition We will enable as many identified pupils (these are PP children or those we have identified as vulnerable) as possible to access good quality, targeted tuition in maths and writing. We will use the Government's National Tuition Programme to achieve this.	This program was run in several ways, with Reading plus in years 3-6. Maths whizz (online tuition) for Year 5 and PP tuition for maths and English, taking place before or after school for specific pupils after school once per week for 15 sessions. We have seen a 22% increase in Maths outcomes for Y2
1:1 support: We are looking at various interventions including the GAP analysis that is provided by the PIXL assessment tool. RWI shows the gaps in reading and phonic knowledge and allows us to provide targeted 1:1 catch up within school time.	Therapies were in place in year 6 with 6 PP children, a teacher had specific gaps, with targeted interventions based on the personalised checklist. We also employed a specific RWI 1:1 tutor who worked with PP children to ensure that 98% of our PP children passed last years phonics screening assessment, who had been here form Reception. All statutory outcomes across year 1-6 improved across the school.
Interventions reading plus The EEF indicate that there can be positive impact on learner outcomes if TAs are deployed effectively. To enable this to happen we need to invest in the CPD for TAs. This can improve outcomes by additional 4 months. Targeted interventions such as 1:1 and small groups can improve outcomes by up to 6 additional months – use of PIXL assessment tool will provide specific and focused 'therapies' to be carried out as a 1:1/small group	As above for RWI, maths and English EYFS, Y1 and 2, employed an additional RWI TA who targeted PP children leading to 92% of PP children being where they should be for phonics progress and outcomes including the PSC. All outcomes across the school improved, including Reading which led to 70% of pupil achieving the expected standard, broadly in line with National outcomes.

Maths we are using an intervention called 'Number Stacks' which is designed to specifically address core skills in maths and reteach misconceptions	Targeted intervention for specific PP children on number concepts, ensured that children in Y4 going into Y5 had specific catch up strategies, meaning they can now access whole class teaching This has continued and has led to Year 5 pupils starting more strongly in Y6 accessing whole class teaching. We predict the highest success of our PPG children this year in their SATS

Wider strategies:	
ACTION:	**IMPACT:**
Mental Health: All staff and parents need to be explicitly aware of the Early Help offer. This includes signposting to the relevant agencies or therapists in the school setting or outside. Wellbeing is also created from organised and streamlined systems that enable people to do work that has impact	Continued investment into mental health led to 2 pupils at risk of exclusion making it to the end of Primary. One of whom reached ARE in maths and reading, who had previously been on a reduced timetable and on early support. Family focus co-ordinator also worked closely with another child at risk of exclusion, enabling her and her family to change direction.
Attendance: Children who are classed as persistent absentees will be on an attendance plan. We will work closely with the Local Authority to ensure that we have a relentless approach to children who regularly miss school without good reason. Weekly reports are written by the attendance officer and analysed by SLT A rigorous plan and timetable is in place for letters to parents of pupils who fall below 96% stating the importance of bring children to school, their legal duty and the consequence of not doing so. We provide personalised early outreach for those who are struggling The Family Focused Coordinator will work with the attendance office, the assistant head for inclusion and the families to achieve meaningful targets for attendance with support and share impact and success	Family Focus Coordinator Meets with the attendance officer weekly, this has led to PP children having attendance above national averages for 23/24 Systems for sending Letters are now in line with Harrow expectations and are having an impact with a drop of 6% of PA The attendance action plans have led to much greater parental engagement with a wide range of families, including families with multiple children who all had attendance issues.
Behaviour: Continue to meet the needs of all pupils through a firm and fair process. Using the Principles of Nurture – every behaviour is a communication. Staff focus has been on relationships with their pupils, greeting and getting to know them. We are still embedding whole school strategies as well as class expectations. We have a range of focused interventions with a learning mentor or the SENCO for individual needs.	Behaviour across the school is a constant focus, and a constant expectation. We have a robust preventative strategy for all children, a personalised approach where necessary, a whole child focus involving family support. This leads to consistent expectations and no learning time being lost to unsettled behaviour in the classroom. Children's complex needs are met well with lower that average suspensions and no permanent exclusions

Due to the vulnerability of our community our behaviour approach is centred around relationship and connection	
Family engagement: We are continuing to develop parental engagement projects. We are investigating ways to engage parents in a sustained way that will bring a window to their child's work and break down barriers between home and school. We have a number of open school events that welcome families into school We have invested in Seesaw so that parents can see more of their child's learning and so that teachers can communicate with hard to reach parents	Parental engagement is improving with a big increase in parents using Seesaw (from 42% to 90%) This means more parents are working with their children to achieve those outcomes. Parents are also much more likely to attend school events for enrichment, with all school shows being packed out with parents
Salary contribution for Pupil Premium for work done: Assistant Headteacher and SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability)	AHT and SENCO Run groups and strategic planning for all pupils. All PP children have had catch up sessions, either via 1:1 support, small group intervention, an online tuition, or whole school strategies.
Salary contribution for PP Premium for work done: by Headteacher as strategic lead for Pupil Premium (25% of learners described as Pupil Premium)	As strategic lead the head has made sure that all pupils groups face higher expectations in outcomes. The inclusive vision of the school is clear and well documented as a success with improved outcomes at National expectations in all areas of the National Curriculum
Counselling Program The Space – School Counselling Programme (24% of Children are PP meaning 24% of academy cost)	Children are well supported across the school, with children who have been bereaved of a parent, or a classmate, being enabled to stay in school and access learning. Teachers also have access to supervision when classes have faced trauma enabling support to come in all areas
FT Counsellor Contribution check percentage 24% contribution to salary for 0.4 FTE School Counsellor	The space is used by 76% PP children
Extra-Curricular Extra-Curricular clubs in academy	PP children are given priority in club bookings and are the specific subject teachers for Music and sport, ensure that they prioritise children from a PP background
Family Focus Coordinator	Due to the work of the family focused coordinator attendance of PP children has improved dramatically and there is a drop in PA of 13%. This is due to deep work happening with families, and the teachers in school.