

Pupil Premium Strategy Statement

West Lodge Primary School

At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance....

Our vision outlines our commitment to ensuring that the pupils of West Lodge receive the best possible education, including a range of opportunities and experiences to give each child the best chance of finding their spark and enabling this light to grow. We are committed to inclusion and understanding and accepting each child whatever their varied starting points. We have high expectations for each child and aim to equip each child with a toolkit for a successful life.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils and ensure that these pupils have the best chance of finding their spark and acquiring a toolkit for a successful life.

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	West Lodge Primary school
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jim Dees (Headteacher)
Pupil premium lead	Jim Dees
Governor / Trustee lead	Reena Anand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,975
Recovery premium funding allocation this academic year	£8,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,171

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective for Disadvantaged Pupils

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We aim to continue to close the attainment gap between disadvantaged and non-disadvantaged pupils across all areas of the curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Key Principles of the Pupil Premium Strategy Plan

High Quality Social and Emotional Support

High quality pastoral support is available for disadvantaged pupils and their families. This is provided by our experienced Pastoral Lead, Educational Psychologist and other specialists as required. Removing barriers to learning through a programme of appropriate support will enable disadvantaged pupils to achieve the best outcomes. Enabling pupils to experience high-quality outdoor learning is also linked to this principle.

High Quality Teaching and Learning

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (through the use of Tuition Partners and School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

High Expectations

West Lodge Primary School has an established culture of high expectations. This is evident across all stakeholders and is allied to an embedded learning culture – as a staff team are on a journey of continued improvement. Striving to overcome barriers for disadvantaged pupils is key to this culture – aiming to give each child the best chance to succeed and ensuring that all pupils are challenged in the work that they are set. Identifying need and barriers to learning is an ongoing process and involves all members of the team. Regular pupil progress meetings enable the team to monitor progress of disadvantaged pupils – identifying what is working well and where adjustments need to be made. This process helps to ensure that expectations of achievement are kept high and that all staff take responsibility for pupils' outcomes.

Well-targeted Intervention

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. Early intervention is crucial and we use a variety of tools to enable staff to identify need when pupils join the school in reception and to ensure that appropriate intervention is put in place. Across the school the use of regular assessment enables staff to identify need and ensure that well-targeted interventions are put in place.

Challenges

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

Challenge number	Detail of challenge
1	A number of pupils in receipt of the Pupil Premium Grant experience social and emotional barriers – a large group of pupils are adopted from care and experience barriers due to experiencing early trauma.
2	Over 80% of our children in receipt of the pupil premium grant also fit into another vulnerable group such as: SEND; EAL; new to English or are supported by a social worker.
3	Teacher assessments indicate that attainment in reading, writing and maths amongst disadvantaged pupils is below that of non-disadvantaged pupils.
4	Teacher assessments indicate that progress made in writing for disadvantaged pupils is below that of non-disadvantaged pupils.
5	Attendance of disadvantaged pupils is lower than for non-disadvantaged pupils, this is negatively impacting of the progress of disadvantaged pupils.

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 achieve improved and sustained engagement, social development and emotional well-being for all pupils, particularly our disadvantaged pupils.	High levels of engagement, social development and emotional well-being. Boxall profiles and EFL will demonstrate progress made.
To achieve improved attainment in reading, writing and maths for disadvantaged pupils	Attainment targets across the school indicate a diminishing of the differences between disadvantaged and non-disadvantaged pupils in the following areas: Early Learning Goals, Phonics Screening, Reading, Writing, Maths, Multiplication Tables Checks and Grammar Punctuation and Spelling
To achieve improved rates of progress in writing for disadvantaged pupils	Rates of progress in writing for disadvantaged pupils to exceed the national average.
To achieve improved and sustained attendance for disadvantaged pupils.	Consistently high attendance across the school. Attendance rate consistently above the national average for primary schools and the attendance gap between disadvantaged pupils and non-disadvantaged pupils to be no more than 1%

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: £ 30,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff expertise in evidence informed pedagogy and confidence across the curriculum. Ensuring staff use evidence-based whole-class teaching interventions Vehicles to support implementation: • Staff CPD sessions • Lesson study • Coaching • Professional growth action research areas	Staff expertise developed through a varied programme of CPD focused on enhancing research informed pedagogy. This is based on West Lodge's 6 Essentials (Clear Focus for Learning; Appropriate Challenge; Sequencing Concepts and Modelling; Effective Questioning; Effective Feedback; Deliberate Stages of Practice). The 6 Essentials incorporate aspects of cognitive science; Rosenshine's Principles for Effective Instruction; John Hattie's Visible Learning and strategies outlined in the EEF Toolkit. Developing teaching pedagogy is further supported by the use of lesson study, action research and instructional coaching. Summary of John Hattie's Research Teacher Toolkit - Rosenshine's Principles of Instruction Inner Drive - The Cognitive Science behind Rosenshine's Principles EEF Teaching and Learning Toolkit	2, 3 and 4
The continued implementation and use of Talk for Writing in EYFS and KS1 Vehicles to support implementation: • Staff CPD • Lesson study • Coaching • Professional growth action research	Staff CPD on Talk for Writing and the continued implementation of this in EYFS and KS1. Studies have shown that the three stages of Talk for Writing are a strong vehicle for developing pupils to understand how to organise, structure and compose pieces of writing. The development of ambitious vocabulary, curriculum specific vocabulary and the development of pupils articulation and expression all support this process. Does Talk for Writing Work? EEF Toolkit - Oral Language Interventions EEF Guidance Report - Literacy KS1	2, 3 and 4
Use a balanced approach to the teaching of reading which incorporates the continued use of Read, Write, Inc. Also, the further purchase of reading books for	The use of the Read, Write Inc programme alongside guided reading helps to develop pupils reading fluency, decoding skills and comprehension.	2, 3 and 4

EYFS/KS1 that align with pupils' phonics stage of development.	The use of Read, Write, Inc is monitored termly with Read, Write, Inc Development Days with a specialist Read, Write, Inc adviser. These approaches are evidenced in the EEF guidance report on literacy at KS1 • Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. • Effectively implement a systematic phonics programme. EEF Guidance Report - Literacy KS1	
The development of high-quality teaching of writing across the school incorporating: vocabulary development; effective modelling; the further development of oracy.	The school has developed a system for improving vocabulary development – incorporating the use of powerful vocabulary and technical vocabulary linked to curriculum areas. In addition, staff are focusing on developing modelling and guided practice to develop composition skills. • Develop pupils' language capabilities • Teaching writing composition strategies through modelling and support practice • Develop pupils' transcription and sentence construction skills through extensive practice EEF Toolkit - Oral Language Interventions EEF Guidance Report - Literacy KS1 EEF Guidance Report - Literacy KS2	2, 3 and 4
Further development of 'maths mastery' across the school and or our maths teaching and curriculum (staff training, funded teacher release time to embed key elements, sharing expertise, ongoing coaching, engagement with Maths Hub research group).	During 2021/22 and 2022/23 is involved in the Primary Mathematics Teaching for Mastery Work Groups which are run by the London Central and West Maths Hubs in conjunction with the NCETM. The DfE guidance for schools is the result of a collaboration with the NCETM (National Centre for the Teaching of Mathematics). DfE Maths Guidance KS1 & KS2 The approach is in line with the following recommendations from the EEF guidance reports. • Develop practitioners' understanding of how children learn mathematics • Use manipulatives and representations. • Enable pupils to develop a rich network of mathematical knowledge. EEF Guidance Report - Early Maths EEF Guidance Report - Maths KS2 & KS3	2, 3 and 4

The use of appropriate software for remote learning and homework. Support for disadvantaged pupils with home learning/remote learning with devices and ensuring there is easy access to home learning/content taught in class.	Linking homework to classroom work; ensuring pupils understand the purpose of homework and that it is linked tightly to a specific area all help to ensure that homework is effective. EEF Homework	1, 2, 3 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued use of Speechlink (language acquisition screening tool) and the implementation of the NELI programme to improve pupils language acquisition.	Oral language interventions have a positive impact on pupils' language skills. Targeted intervention in reception focusing on communication and language impacts positively on attainment. Prioritising the development of communication and language in early years is recommended in the EEF report – 'Language provides the foundation of thinking and learning and should be prioritised.' EEF Guidance Report - Literacy Early Years EEF Toolkit - Oral Language Interventions	2, 3 and 4
The continued implementation of the Early Literacy Support programme to support pupils to improve pupils early reading skills.	Accurate identification of pupils in need of support and early intervention with a strong emphasis on developing early reading skills are crucial for all pupils, particularly those who are disadvantaged. The following reports evidence the value of Early Literacy support. Evidence for the Effectiveness of the Early Literacy Support Programme Early Literacy Support Programme - Research Project	2, 3 and 4
We are using a combination of approaches through the National Tutoring Programme to provide 1:1, 1:2 and 1:3 small group tuition and school-led tutoring. A significant proportion of the pupils in receipt of the tutoring are disadvantaged pupils.	Targeted tuition focusing on identified gaps and on specific needs is an effective vehicle for supporting low-attaining pupils or those who have fallen behind. This is proven to have impact for 1:1 tuition and small group tuition. EEF Toolkit - One to One Tuition EEF Toolkit - Small Group Tuition A focus of some of the maths tuition will be on the pre-teaching of concepts. 'It has been noted that	2, 3 and 4

The National Tutoring Programme and School Led Tutoring are the vehicles used.	maths anxiety cuts off the working memory required for mathematics' (Wills 2010) The Impact of Pre-teaching in Mathematics	
A range of high-quality interventions led by teaching assistants. These are informed by assessments (knowledge gaps identified) and are well-targeted to address gaps identified: Shine interventions; Reading Ladders; Precision Teaching. Training (led by the Educational Psychologist) and ongoing support provided for teaching assistants in precision teaching.	When teaching assistants are deployed effectively with appropriate training and support they can make a significant contribution to pupils' learning and progress. Tas are used to deliver high quality one to one and small group support using structured interventions EEF Guidance Report - Making Best Use of Teaching Assistants Direct Instruction and Precision Teaching	2, 3 and 4

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

Budgeted cost: £ 35,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and therapeutic support. The Pastoral Lead, Therapeutic Play Worker, School Counsellor, MASH team and other therapists provide vital support for pupils and their families – providing advice, support and guidance on behaviour, attendance learning and parenting. Signposting to additional support where appropriate e.g. Early Help team. Enhanced new pastoral support space for pupils.	Social and emotional learning can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, social and emotional learning can contribute to reducing the long-standing attainment gap between disadvantaged children and their peers. Social and Emotional Learning: An evidence review and synthesis of key issues	1, 2 and 5
Training for identified teaching assistants to implement ELSA interventions.	Social and emotional learning can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. A recent study by the Swindon EP service (2020) identified the positive impact of ELSA interventions. <i>'The ELSA programme was also perceived by ELSAs to lead to positive outcomes for both individual pupils and school systems. At the individual pupil level, data from the SDQ indicated a reduction in a</i>	1, 2 and 5

	<i>range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours. Data from ELSA questionnaires highlighted positive changes to pupil's emotional literacy and regulation, social skills, engagement in learning and wellbeing.</i> Investigation into the Effectiveness of ELSA in Schools (Plymouth) An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme (sharepoint.com) ELSA Programme	
Pastoral Lead and Attendance Officer to work with the local authority and families of low attenders to improve attendance. This will involve ensuring that absence is followed up and investigated and the provision of support to increase attendance.	The DfE published research in 2016 which highlighted the link between attendance and attainment. DfE Research 2016 - The Link between Absence and Attainment DfE research also linked attendance at school with outcomes at the end of KS4 DfE 2012 - Improving Attendance at School Research advice from the National Strategies shows that: the links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. National Archives - Improving Attendance and reducing Persistent Absence	1 and 5
Partnership with the Harrow Music Service to provide peripatetic instrumental lessons offered to pupil premium children at a subsidised rate.	Providing a range of opportunities for pupils to 'find their spark' and to pursue their passion further enhances cultural capital, engenders a love of music, improves well-being and has a wider impact of improved learning across the curriculum. Music Mark - The Impact of Instrumental Learning on Attainment	1, 2, 3 and 4

Curriculum enrichment and engagement: this incorporates a range of experiences – educational visits, forest school sessions, workshops and residentials (Year 4 & Year 6) – offered at a subsidised rate for pupils eligible for Pupil Premium.	Providing this range of experiences enables children to ‘find their spark’ and also enhances cultural capital. Cultural Capital in Education <i>‘In order to thrive in a free and democratic society children must secure a shared, foundational knowledge necessary to exercise effective citizenship.’ Ed Hirsch</i> <i>Cultural literacy is Professor Hirsch’s idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge.</i> Ed Hirsch - Cultural Literacy The Importance of Cultural Capital - Kings College	1, 2, 3, 4 and 5
Support for families to enable pupils to attend breakfast club and after school club	A study carried out by the Education Endowment Fund identified the positive impact that ensuring that pupils receive a healthy breakfast has. https://ifs.org.uk/publications/8714 EEF Breakfast Club Providing support for disadvantaged pupils to do their homework has a positive impact on their attainment. EEF Homework	1, 2, 3, 4 and 5

Total budgeted cost: £ 98,171

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome	Review of Outcome																																																						
Impact that our pupil premium activity had on pupils in the 2023-24 academic year.																																																							
To improve and develop the engagement and well-being of pupils with SEMH barriers – Boxall & safe spaces.	The emotional development and mental health of disadvantaged pupils have been impacted over the last 18 – 22 months of the pandemic. Pupil premium funding was used to support the pupils and their families. The introduction of the Boxall profile enabled us to see the positive impact of interventions, the further development of the pastoral role and the use of safe spaces across the school. Effective CPD helped develop staff confidence and ability to support children with social and emotional barriers. Internal tracking shows that children have made progress on the key areas of the Boxall Profile for social, emotional and mental health. Some example Boxall Profiles can be found via the following link: Boxall Profile																																																						
To achieve improved attainment in reading, writing and maths for disadvantaged pupils	The attainment summary below demonstrates that the attainment of disadvantaged pupils at West Lodge compared to disadvantaged pupils nationally. Attainment Summary – End of KS2 <table><tr><th></th><th colspan="2">RWM</th></tr><tr><th></th><th>EXS</th><th>High</th></tr><tr><td>National</td><td>59%</td><td>8%</td></tr><tr><td>National DP</td><td>46.0%</td><td>3.0%</td></tr><tr><td>WL</td><td>75%</td><td>16%</td></tr><tr><td>WL DP</td><td>36%</td><td>0%</td></tr></table> The following link shows the progress made by disadvantaged pupils and the impact that Pupil Premium funding has had over a number of years. Impact of Pupil Premium Over Time		RWM			EXS	High	National	59%	8%	National DP	46.0%	3.0%	WL	75%	16%	WL DP	36%	0%																																				
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To achieve improved rates of progress in writing for disadvantaged pupils	Progress in writing made by disadvantaged pupils is outlined in the chart below. Progress Overview for Pupils (from 2023-2024) in Years 1-5, who are disadvantaged – 2023-2023 Summer 2 to 2023-2024 Summer 2 Main Assessment Legend: ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data <table><tr><td>Reading</td><td>23 pupils - Average: 0.1</td><td>11%</td><td>64%</td><td>14%</td><td>11%</td></tr><tr><td>Writing</td><td>23 pupils - Average: 0.2</td><td>14%</td><td>64%</td><td>11%</td><td>11%</td></tr><tr><td>Maths</td><td>23 pupils - Average: 0.3</td><td>14%</td><td>64%</td><td>11%</td><td>11%</td></tr></table> <table><tr><th></th><th>Significantly Below</th><th>Below</th><th>Just Below</th><th>At Expected</th><th>Greater Depth</th></tr><tr><td>Significantly Below</td><td>2</td><td>2</td><td></td><td></td><td></td></tr><tr><td>Below</td><td></td><td>3</td><td>1</td><td></td><td></td></tr><tr><td>Just Below</td><td></td><td>4</td><td>5</td><td>1</td><td></td></tr><tr><td>At Expected</td><td></td><td>1</td><td>1</td><td>8</td><td></td></tr><tr><td>Greater Depth</td><td></td><td></td><td></td><td></td><td>1</td></tr></table>	Reading	23 pupils - Average: 0.1	11%	64%	14%	11%	Writing	23 pupils - Average: 0.2	14%	64%	11%	11%	Maths	23 pupils - Average: 0.3	14%	64%	11%	11%		Significantly Below	Below	Just Below	At Expected	Greater Depth	Significantly Below	2	2				Below		3	1			Just Below		4	5	1		At Expected		1	1	8		Greater Depth					1
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Greater Depth					1																																																		

To achieve improved and sustained attendance for disadvantaged pupils.	West Lodge continues to promote good attendance among all children. The families of children whose attendance falls below expected levels are contacted by school, follow up meetings are set up if concerns persist. School continues to offer support to improve attendance. This includes the school paying for breakfast / after school club places where it is needed – this has led to improved attendance. Attendance of children in receipt of Pupil Premium Grant was slightly below the attendance of children not in receipt of Pupil Premium Grant, but significantly above the national average for disadvantaged pupils. The percentage of unauthorised absence among children in receipt of PPG is in line with unauthorised absences for children not in receipt of PPG. The school is focusing on reducing the frequency of late arrivals of children in receipt of PPG for this academic year. <table><tr><th colspan="3">Attendance for the academic year 2023-24</th></tr><tr><th>Category</th><th>School</th><th>National</th></tr><tr><td>Overall</td><td>95.8%</td><td>94.3%</td></tr><tr><td>Females</td><td>95.66%</td><td>94.4%</td></tr><tr><td>Males</td><td>95.86%</td><td>94.1%</td></tr><tr><td>FSM6</td><td>92.6%</td><td>91.8%</td></tr><tr><td>SEN – EHCP</td><td>94.1%</td><td>89.1%</td></tr><tr><td>SEN – School Support</td><td>94.5%</td><td>92.4%</td></tr><tr><td>Persistent Absence</td><td>9%</td><td>16%</td></tr></table>	Attendance for the academic year 2023-24			Category	School	National	Overall	95.8%	94.3%	Females	95.66%	94.4%	Males	95.86%	94.1%	FSM6	92.6%	91.8%	SEN – EHCP	94.1%	89.1%	SEN – School Support	94.5%	92.4%	Persistent Absence	9%	16%
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Impact that our pupil premium activity had on pupils in the 2020-21 academic year.																												
To ensure the youngest children are well-supported with high-quality phonics teaching and early literacy support.	Children in reception and year 1 made excellent progress in phonics development. Evidenced by consistently high scores in the phonics check in 2020 (95%) and 2021 (98%). Our internal assessments indicate that progress in writing has not been as strong in EYFS, Y1 and Y2 – this area of the curriculum has been the most impacted by the pandemic – it is a continued priority in the current year.																											
To identify communication and language difficulties on entry to West Lodge and put in place appropriate intervention to develop pupils language acquisition skills.	The use of the Speechlink screening tool during the first few weeks of the autumn term enables the staff to identify pupils with communication and language difficulties. Appropriate intervention was put in place to support these pupils – assessments at the end of the year demonstrate the impact of the intervention.																											
To provide catch-up and well-targeted intervention	Progress data over a number of years indicates the progress made by disadvantaged pupils during their time at West Lodge. Progress made across 2019-20 and 2020-21 has been impacted by the pandemic and our internal assessments indicate that outcomes at the end of 2020-21 were lower than in previous years. Impact of Pupil Premium - Summary Data																											
To enhance cultural capital for pupils through enrichment,	Disadvantaged pupils attended and took part in clubs when these returned. There were limited trips or visitors due to the pandemic. Virtual trips, virtual author visits and experiences were organised successfully, including events organised by the Friends of West Lodge School – helped enhance teachers used virtual trips and visitors.																											

extra-curricular clubs and a range of experiences.	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Counselling Service	Catholic Children's Society
Therapeutic Support Services	Harrow Horizons
National Tutoring Programme	Teaching Personnel Third Space Learning
Peripatetic Music Lessons	Harrow Music Service
Forest School	ISA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Planning, Implementation, Additional Activities and Evaluation

When planning our strategy statement – we have reviewed what’s worked well in the past and what needs to be changed to improve the impact of our actions. The EEF has proved a useful guide in terms of developing our strategy and identifying which strategies are evidenced with having the best impact.

Children eligible for Pupil Premium funding are closely monitored by leaders - regular pupil progress meetings enable staff to discuss progress, attainment, what is working well and what need to be changed or adapted. Assessing strategies that are in place is an ongoing task and these are regularly reviewed.

Additional Activity

We provide a broad and balanced curriculum which provides an enriched learning experience across the curriculum.

- The continued implementation of the MindUp curriculum incorporating aspects of neuroscience, mindfulness and positive psychology – to help develop pupils’ self- awareness and self-regulation.
- Forest School sessions
- Sustainability programme – we have embarked on the Green Schools’ project as we have joined the Zero Carbon Schools programme. The programme helps schools to take their first steps towards zero carbon while using it as valuable learning opportunity with a series of lessons and giving pupils the chance to lead the change and learn how to take positive action.
- A series of parent support workshops across a range of topics to help strengthen parental engagement. Workshops and drop-in sessions led by: school staff; Early Help Team; Ed Psych. Covering parenting support, positive behaviour management; understanding anxiety and various curriculum themed workshops

The EEF implementation guidance will continue to guide the implementation and evaluation of this strategy. Adjustments and tweaks will take place throughout the duration of the strategy as we work to continually improve outcomes for disadvantaged pupils.