

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castleford Park Junior Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	26% (105 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021 Updated Dec. 22
Date on which it will be reviewed	December 2023
Statement authorised by	Kathryn Law Headteacher
Pupil premium lead	Jody Roberts Deputy Headteacher
Governor / Trustee lead	Rachel Davis, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,000
Recovery premium funding allocation this academic year	£14,355
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	£149,355

Part A: Pupil premium strategy plan

Statement of intent at CPJA

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas through a demanding and irresistible curriculum offer where all staff have high expectations for pupils with no bias or hidden ceiling and all staff take responsibility for the teaching and learning of all our pupils. All children can and will achieve at CPJA. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to their fullest potential, particularly those facing greatest disadvantage and vulnerability. This includes ensuring progress for those who are already high attainers; providing them with a demanding and irresistible curriculum offer.

At CPJA we have a strong ethos of inclusion and crucially, a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for our pupils - fully understanding the part that they play in addressing educational disadvantage.

We will consider and carefully identify the challenges faced by vulnerable pupils, such as those who have a social worker and who are 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, using an 'assessment not assumption' process of identifying key activities to support the progress and attainment of all pupils. At CPJA we truly believe in a 'learning led approach' rather than a 'label led approach' ensuring that all pupils benefit from the strategy plan to further improve their outcomes.

High-quality, evidence informed teaching and learning is at the heart of our strategy, 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. In many cases this approach also accelerates the progress for all pupils, bringing them in line or above with national and 'like for like' pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably using guidance and training from the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to specific learning barriers and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of being

disadvantaged. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point that need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve; ensuring an inclusive and enriching curriculum offer.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing, improving teaching and learning for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. This is more prevalent among our disadvantaged pupils than for their peers. They can struggle to use specific and well-chosen language to communicate with. In particular, disadvantaged girls can be passive and lack confidence to speak and share opinions during discussions within the whole class environment and in group work.
2	Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with reading fluency across the curriculum, which negatively impacts their development as readers when developing their inference skills (understanding a text) in reading and when reasoning in maths due to cognitive overload. This also affects their ability access wider reading opportunities which enhance the broader curriculum offer.

3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Analysis of achievement in the 2022 SATs tests indicates that the key barriers for our disadvantaged pupils who had the potential to achieve ARE or above in maths and who did not manage to achieve this were: automaticity in reading and communication, which impacted on their ability to interpret some of the more complex questions with greater amount of text and led to them failing to communicate this effectively. All the disadvantaged pupils who scored close to EXS but didn't quite reach the benchmark, lacked learning resilience and confidence in their ability when questions required deeper thinking and reasoning. This also reflected the change in pupils' attitude to accepting and thriving on challenge, due to time at home during the pandemic and less opportunity to re-confirm earlier learnt knowledge in order to feel successful.</p> <p>On entry 76% of the current year 6 disadvantaged pupils came up at ARE compared to 83% non-disadvantaged. In our current year 5 -the first year group affected by the pandemic- only 15% of disadvantaged pupils came up at ARE compared to 47% non-disadvantaged. This is echoed in Year 4 although not to the same extent, with 57% of the year 4 disadvantaged pupils achieving ARE in reading compared to 72% non-disadvantaged. The current year 3 data shows that 27% of the disadvantaged pupils came up at ARE compared to the 73% non-disadvantaged. This also demonstrates the widened gap between disadvantaged and non post-pandemic.</p>
4	<p>Our assessments and observations continue to indicate that the education and well-being of many of our disadvantaged pupils is still being impacted by covid19 and added to by the current financial climate whereby some of our most disadvantaged families are struggling—unable to buy food, heat their homes or provide the basic things for their families, which is meaning that a larger proportion of children are coming to school with unmet need. These findings are supported by national studies. This is resulting in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing, due to their lack of resilience and independence when it comes to editing and critiquing their work to improve it and sustaining writing over a period of time.</p>
5	<p>Our assessments, observations and discussions with pupils and staff show that further development of inclusivity across the wider curriculum to improve outcomes in all areas for disadvantaged pupils is something that school continues to develop. We aim to ensure that work planned is demanding and irresistible and will ultimately lead to worthwhile beautiful outcomes across all subjects, motivating learners whilst also striving to support them to become independent and have a balanced knowledge of the world – increasing their global inference potential.</p>

6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a significant proportion of pupils, notably due to the lack of social interaction pupils have had with each other and the lack of enrichment opportunities available during school closure. This continues to be a similar picture this year due to the cost of living crisis and families unable to financially commit to clubs and extra-curricular activities. These challenges particularly affect disadvantaged pupils, impacting on their attainment. This is evident in our in-house access to the school's pastoral team – in particular the 'Speak Out' mentor. School continues to see significant numbers of pupils accessing this resource and referrals to ELSA (Emotional Literacy Support). Many of these referrals are around increased anxiety, understanding their own emotions, friendships and bereavement.</p> <p>Teacher referrals for support have markedly increased as a direct result of the pandemic. Last academic year there was an ever-growing amount of pupils requiring additional support with their social and emotional and mental health needs. This academic year already 301 pupils have required the same level of support using, Speak Out, Reflect, Chill, use of the Inclusion team staff which is an increase on the number of pupils requiring this level of support last academic year at this point which again is reflective of the current climate for our disadvantaged pupils and how this is impacting on their mental health and well-being in school.</p>
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is consistently in-line with national benchmarks. In 2018-19 - 15.9% of disadvantaged were persistently absent compared to 16.1% nationally for disadvantaged. Rigorous school attendance systems have meant that school have been able to bring persistent absenteeism below national benchmarks and broadly in line with the non-disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance figures show that 18% of the disadvantaged pupils (19 disadvantaged pupils) are deemed as PA which is a decrease of 7% on last year. We were below National figures for Disadvantaged PA which were 34%. This is data from the census.</p> <p>Although it is evident from previous year's data that school's robust attendance systems have supported families to improve historic attendance issues and those disadvantaged pupils who were classed as persistently absent have attendance figures of 98% or more there are still 18% of disadvantaged pupils who continue to require this high level of support</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in the academic year 2024-25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Improved oral language skills and vocabulary among disadvantaged pupils leading to greater depth reading results.</p> <p>Pupils will ultimately know more, remember more – demonstrating this to a range of audiences both formally and informally.</p>	<p>Assessments and observations indicate significantly improved oral language in that language will be more specific and precisely chosen amongst disadvantaged pupils - in particular girls. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>												
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<p>To provide a demanding and irresistible wider curriculum for all pupils including the most disadvantaged pupils.</p>	<p>Children will produce worthwhile, beautiful outcomes across all subject areas with increased independence and will ultimately impact on reading, writing and maths outcomes.</p>												
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in referrals to ELSA/FIM and a reduction in children accessing inclusion for such things as, 'Speak Out'. 'Reflect' and 'Chill' for Social, 												

	<p>Emotional and Mental Health Difficulties.</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be narrowed, in-line or below the National benchmark of 5.7% • the percentage of all pupils who are persistently absent being below the National benchmark of 8.2% and continue to narrow the gap between disadvantaged and non-so that they are in-line or above the National figure.

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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for staff- Quality first teaching focused on oracy development and specific efficient formative assessment.</p> <ul style="list-style-type: none"> • Collaborative action research and coaching strategies maintained in order to allow staff to evaluate and improve their skills over time – influencing the quality of their oracy pedagogy • Staff are now embedding and refining oracy strategies within in their classrooms and wider in performances and assemblies – these include the use of the formality scale and oracy rubric within classrooms and also children referring to and using the oracy stems. • Leaders have worked on ensuring the fidelity of oracy implementation to ensure consistency through school. • Embedding dialogic activities including metacognition strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate and evaluate their own understanding and extend vocabulary -impacting on their reading and writing skills. • We will purchase resources and fund ongoing teacher training 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Use of the WalkTHRU's Evidence-informed Teaching Strategies — WalkThrus</p> <p>WalkThrus explains the art and science of teaching using visual guides. Precise descriptions and engaging visuals give teachers direct access to the best techniques and allow them to focus on sharp evaluation of their teaching techniques. Used as a coaching tool.</p> <p>Implementation is what schools do to improve: to change and be more effective. Implement, is how they put those new approaches into practice – this guidance describes the professional practice of implementation—to document</p>	<p>1, 2, 3, 4, 5</p>

<p>and release time, along with maintaining working groups across the trust, focusing on coaching and action research.</p> <ul style="list-style-type: none"> • Re-establish work with parents to further support children with reading fluency. • Staff continue to use clear and concise implementation plans to ensure that change is measured effectively and fidelity across school. • The school works alongside the trust Oracy working group to develop oracy across the trust sharing good practice and resources. • Support and coaching, focusing on oracy has been provided for staff to develop pupils' oracy across all curriculum areas, within the Voice 21 framework of physical, linguistic, cognitive and social and emotional. School plan to become a Voice 21 school. 	<p>knowledge of the steps that effective schools take to manage change well.</p> <p>EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</p> <p>Our Academy has also provided CPD based on the EEF metacognition and self-regulation.</p> <p>Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)</p> <p>Voice 21 Oracy United Kingdom</p>	
<p>Continued enhancement of our reading, writing and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> • We will fund leader release time to embed key elements of guidance in school and to develop coaching systems, resources and CPD including work with teaching assistants. • 'Same Day Intervention' will continue as a proven strategy that school use to give children instant feedback and intervention where need is identified • The quality and precise nature of models used and clarity of thought processes and demonstration for pupils developed further ensuring teachers have up to date understanding of current teaching methods and the 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Feedback is one of the highest EEF proven teaching strategy toolkit intervention that has the highest impact – this is achieved by using the SDI principle.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5

<p>most efficient ways of securing fluency, before depth</p> <ul style="list-style-type: none"> • Whole class feedback has been rolled out across school in all areas. This is something that still needs development to ensure it is consistent and having the desired impact ensuring that key skills are being addressed and key children are identified in terms of quality feedback to help them improve. • Modelling and use of key vocabulary and sentence stems is becoming evident in some areas of school. In these areas, children are increasingly confident with sharing their ideas as they have a structure to pin their answers on. This is something that is continuing to be developed through coaching between staff. • Developing prosody has now been incorporated into the guided reading sequence so that children are getting regular practice of this, and they are beginning to be able to self-asses, so they are aware of the areas they need to develop individually. • Staff training on phonics is beginning to take place to ensure all children are leaving CPJA fluent and confident readers – children in UKS2, who still have gaps in their phonics knowledge, have been identified for further intervention to support with this 	<p>EEF believe the best way to break the link between family income and educational attainment is through better use of evidence: looking at what has—and has not—worked in the past can put us in a much better place to judge what is likely to work in the future.</p> <p>KS2 Literacy Guidance 2017. pdf (educationendowmentfoundation.org.uk)</p> <p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Effective feedback is at a low cost to school with high impact and high evidence based to demonstrate it is an effective teaching and learning strategy.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)</p> <p>School have used research from Christopher Such’ – ‘The Art and Science of Teaching Primary Reading’</p> <p>EEF project found that there is extensive evidence in the wider</p>	
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	<p>literature on literacy that systematic synthetic phonics approaches can have substantial positive impacts on pupils' reading outcomes. The results of this evaluation suggest that pupils allocated to the Read Write Inc. Phonics intervention group made more progress in reading than pupils in other schools.</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement and enjoyment of school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>The EEF offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Leadership</p> <ul style="list-style-type: none"> The Senior Leadership Team distribute leadership to other teachers who have responsibility for specific subject areas, continuing to develop the wider curriculum 	<p>School have worked with leaders to develop strong implementation plans that link with their key priorities and that link closely with the school's development plan and the PP statement.</p>	<p>All areas</p>

<ul style="list-style-type: none"> • SENDCO/PP lead is out of class fulltime • Maths lead is also a Deputy Head with two days out of class <p>Strong leadership in these areas that continue to grow and develop in school by raising the profile so that all children achieve the best outcomes possible and continue to close the gap between the disadvantaged pupils and others.</p> <ul style="list-style-type: none"> • School has continued to grow the leadership team and created 3 year group leaders to co-ordinate the school's school development plan and individual implementation plans so that there is fidelity across the year groups. • Disadvantaged lead is working with the English team to drive the intended outcomes for the disadvantaged – this working group also work with a trust working group to share good practice and resources investigating what high quality reading fluency and oracy teaching looks like. 	<p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Prior to covid19 school has diminished the gap between disadvantaged and National others as a result of the leadership structure in place.</p>	
<p>Yew Tree Arts Drama</p> <p>Yew Tree Theatre company has a unique approach to work in schools. They design a drama experience for the school that is tailor made to fit the objectives, timetable, pupils and imagination. They deliver a bespoke drama experience for the school and focus on communication, precise vocabulary and fuel confidence – all needed to successfully communicate to a range of audiences. The focus on collaboration also develops social and emotional skills.</p>	<p>Focused delivery builds pupils' reasoning and oral skills – developing vocabulary and confidence, in addition to improving writing skills. This feeds directly into English lessons, reducing the fear of the blank page when writing.</p> <p>The drama techniques used match evidenced research which improves the outcomes for all pupils including disadvantaged pupils. These include the use of oracy development, increasing awareness of high quality collaborative learning, feedback, metacognition and</p>	<p>1, 2, 4, 5, 6</p>

	<p>self-regulation – building resilience in problem-solving situations.</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. This is distinct from unstructured group work.</p> <p>EEF reports that this teaching approach can have up to +5 months impact.</p> <p>The participation from all pupils also highlights the inclusivity of drama used in school.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency intervention is being trialled as part of the pre-teaching strategy.</p> <p>Reading fluency interventions are running in all year groups with fidelity. There has been clear impact from intervention impacting on progress and outcomes.</p> <p>Phonic interventions also run – children have been carefully selected to take part based on rigorous assessments. Our academy have established a new synthetic phonics programme – Read, Write, Inc</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>EEF state that such ‘Reading Comprehension’ interventions have a high impact on pupils – building meta-cognition and regulation strategies also.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1,2,3,4,5</p>

<p>- early indicators are that it is having a positive impact.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Maths pre-teaching is running as an intervention using learning by questions.</p> <p>As a result of concepts being pre-taught, children begin their learning at an accelerated point; this means that children are starting their learning at an earlier point and make more progress than previously.</p>	<p>As a result of this intervention, teachers can highlight impact and areas where pupils need further support to improve – this instant and direct feedback from the LBQ resource means that children are able to make quick progress and further barriers to learning are much more easily identified – EEF’s teaching and learning toolkit specifically states that ‘Feedback’ is a very high impact on pupil progress.</p>	<p>3,5</p>
<p>ELSA (Emotional Literacy Support) intervention is now embedded and runs alongside the school’s nurture unit.</p> <p>School run successful social skills groups that impact on the children’s abilities to be able to communicate successfully with confidence in a range of settings.</p> <p>There is a plan to grow the ELSA family further and a key member of staff has been identified to complete the training next year to further extend school’s capacity to be able to offer this intervention even further. Our Senior Mental Health Lead is also embedding key strategies and techniques into the PSHCE programme accessed by all pupils, increasing self-awareness for all pupils.</p>	<p>CPJA feel that SEL coupled with metacognition and regulation strategies that we apply throughout, pupils’ progress will be accelerated by children being emotionally and socially ready to learn effectively.</p> <p>EEF report that social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This is a more positive than the previous year which backs up CPJA’s views on SEL learning approaches and the impact the school was having on this area to support children across school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>Nurture unit – 6-week block placements given to identified children who require more intensive SEL and a two-week transition project in the summer term.</p> <ul style="list-style-type: none"> Nurture has clear systems in place for referrals and gather- 	<p>As above</p> <p>Some of the key teaching and learning strategies that are used within nurture are the following evidence-based strategies from the EEF:</p> <p><i>Metacognition and Self-regulation</i></p>	<p>6,7</p>

<p>ing of data to reflect the progress of the pupils who have benefitted from the intervention.</p> <ul style="list-style-type: none"> • Children are now being proactively identified for the academic year with flexibility to add/change children depending upon their present circumstances. • Due to the small group intervention needs are being identified earlier with steps in place to support provision and CPD for the teachers. • Parent and pupil voice recorded has reflected the impact, successes and adaptations which have continued to be made to the intervention. • LA working with school to create a business model which can be shared across the trust. 	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Collaborative Approaches</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Individualised Instruction</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion mentors work with most vulnerable pupils.</p> <p>Managed by an Inclusion Manager.</p> <ul style="list-style-type: none"> • The inclusion team run circle time, friendship groups, provide behaviour support, restorative circles, home school liaison, general mentor support with reading, homework etc. 	<p>School has now been running the ELSA intervention successfully for the last three years. ELSA is an intervention that tackles the growing number of pupils who may have emotional difficulties. There is a dedicated space available to run 1:1 and small group interventions covering a range of aspects around emotional literacy. We have two ELSAs and one mentor who also provides mentoring support prior to the ELSA intervention.</p>	<p>1, 4, 5, 6, 7</p>

<ul style="list-style-type: none"> • IM also tracks attendance of pupils with a focus on PP pupils. • IM is also key in school's safeguarding strategy and provision – ensuring all vulnerable pupils get the targeted support • SBM working closely with the inclusion team to identify the most vulnerable families to support with cost of living crisis – school uniform shop, food banks, financial support for trips and residential. • The inclusion department has grown with additional an behaviour mentor and a 'Speak Out' mentor to further support the growing need of our pupils. 	<p>Inclusion team will continue to heavily support transition plans that school have to ensure the most vulnerable children get the best start to their new educational setting.</p> <p>EEF support the impact of social and emotional skills with improving outcomes at school and later life.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <ul style="list-style-type: none"> • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. • Staff are working closely with the school's educational psychologist on emotion coaching and trauma awareness, developing this through school in order to further add to the school's Emotional and Social skills offer. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6, 7

<p>Forest School</p> <ul style="list-style-type: none"> • To increase the engagement level and self-esteem of the disadvantaged pupils by offering an exciting and enriching curriculum which allows them to experience success in areas different to formal academic work. • This also then increases resilience, as self-esteem and amount of success in learning grows • Extended this year to target vulnerable children or children who struggle with anxiety/confidence and self-esteem 	<p>School have been able to evidence, through increased parental engagement and pupil enjoyment, that forest school is impacting on children’s love of learning and learning resilience. Work completed with the forest school teachers is transferred to the wider curriculum back in the classroom – engaging more disadvantaged pupils to write. This has then extended to them accessing after-school club opportunities provided by the forest school team. Forest School incorporate many of the strategies that the EEF evidence as being effective teaching and learning strategies as quoted above.</p> <p>Vulnerable group to build up skills as working as a team and developing their social skills and sharing good practice of how to manage emotions.</p>	<p>1,4,5,6</p>
<p>Increased Educational Psychologist support – 30 hours</p> <ul style="list-style-type: none"> • Support school with strategies to support pupils in need • Support school with embedding emotion coaching and trauma aware practices • Continue to support school with the development of the nurture intervention and become a nurture recognised school 	<p>EPS have provided CPD around emotion coaching to further enhance the SEL offer in school</p> <p>EPS have continued to help secure a significant number of EHCP plans. Working closely with this service has resulted in school receiving an Ofsted rating of a ‘good provider’ and has affirmed that the school is providing an inclusive education for all children. Having this number of hours means that this level of support for school and ultimately the children will continue to improve outcomes for our pupils and families.</p> <p>EPS have trained staff and helped develop systems to run the nurture intervention including the use of the Boxall profile which helps school identify children who would benefit from this resource and what skills they need to work on during their placement.</p>	<p>1, 4, 5, 6, 7</p>

<p>Attendance team and EWO (Education Welfare Officer) working together to continue to improve attendance and persistently absent children.</p> <p>School use the DfE's Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>Attendance continues to be tracked rigorously in order to keep improving. The school has the resources and relevant tracking systems to do this so this needs to be even more focused so that disadvantaged pupils are tracked more closely and actions can be taken to tackle persistent absences & 'lates'.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Attendance activity will target all challenges.</p>
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Total budgeted cost: £149,355

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas despite being on track during the first year (2018/19). This meant that the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. From the data already shared it can be seen that pre-pandemic, the school's disadvantaged pupils were achieving in-line if not better than 'national other' demonstrating that school were successfully implementing a vast range of strategies to support all pupils but to particularly accelerate progress of the disadvantaged pupils in line with their National peers.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted improvement in all areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and through bespoke resources created and delivered by our teachers, reflecting the teaching and learning practices we know have most impact.

Although overall absence in 2020/21 was higher than in the preceding 2 years, it is still broadly in-line with National figures. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.4% higher than their peers and persistent absence 14.1% higher including covid related absence. These gaps are larger than in previous years, which is why attendance is a continued focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues however this continues to be a barrier for our disadvantaged pupils due to current issues relating to the cost of living. The impact continues to be particularly acute for our disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach with the activities detailed in this plan.

Currently, in each year group there is a clear gap between attainment for disadvantaged and non-disadvantaged pupils, this has widened as a result of the pandemic.

On further analysis of achievement in 2022 SATs tests, it is clear that the key barriers for our disadvantaged pupils who had the potential to achieve ARE or above in maths and who did not manage to achieve this were: automaticity in reading and communication, which impacted on their ability to interpret some of the more complex questions with greater amount of text and led to them failing to communicate this effectively.

All the disadvantaged pupils who scored close to EXS lacked learning resilience and confidence in their ability when questions required deeper thinking and reasoning -reflecting the change in pupils' attitude to accepting and thriving on challenge, due to time at home during the pandemic and less opportunity to re-confirm earlier learnt knowledge in order to feel successful. Building learning resilience, automaticity in reading and communication and regular recall of a range of learnt facts are all built into our strategy for improvement in order to increase all pupils' potential in 2023.

Attainment at ARE KS1			
Cohort	Disadvantaged	Non-disadvantaged	Gap between
Y6 who have just left	70%	86%	+16%
Current Y6	76%	83%	+7%
Current Y5	15%	47%	+32%
Current Y4	57%	72%	+15%
Current Y3	24%	68%	+44%

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
Tables Rockstars	TT Rockstars
LBQ	Learning by questions
EdShed Spelling	EdShed
CPOMS	CPOMS
Target Tracker	Juniper Education
Bloomz Communication App	Bloomz
Accelerated Reader	Renaissance

Charanga	Wise group music
Linguascope	Linguascope
Grammersaurus	Grammasaurus
White Rose Maths	White Rose Maths Hub
Key stage history	Key stage history Online
Total Cost:	£9,542

