

CAMBRIAN

Nurturing Growth - Inspiring Minds



Pupil Premium Policy

February 2025

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

| Document Control | | | |
|----------------------|-------------------|--------------------|----------------|
| Author | Head of Inclusion | Approved By | Trust Board |
| Last Reviewed | 25/02/2025 | Next Review | September 2026 |
| Review Cycle | Annually | Version | 2025 |

Contents

| | |
|---|----|
| 1. Introduction..... | 3 |
| 2. Aims of the Pupil Premium Policy..... | 3 |
| 3. Legislation and Guidance | 4 |
| 4. Decisions around the use of the Pupil Premium grant..... | 4 |
| 5. Roles and Responsibilities | 6 |
| 5.1. The Trustees | 6 |
| 5.2. The Local Governing Committee (LGC)..... | 6 |
| 5.3. Headteacher and senior leadership team..... | 7 |
| 5.4. Other school staff..... | 7 |
| 6. Monitoring and Reviewing the Policy | 8 |
| 7. Links with other Policies | 8 |
| 8. Communications of Policy..... | 8 |
| Appendix A: Menu of Approaches..... | 9 |
| Appendix B: Pupil Premium Strategy Statement..... | 10 |

In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.'

The EEF Guide to the Pupil Premium

2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces

- To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance for school leaders on using the Pupil Premium](#) and using the [templates](#) provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the headteacher to use the Pupil Premium in the most effective way.

- Setting the school's ethos and values around supporting disadvantaged members of the school community.

5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

5.4. Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Appendix A: Menu of Approaches

Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

| 3 tiers | Approaches that you could implement |
|----------------------------------|--|
| High-quality teaching | Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils |
| | Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback |
| | Mentoring and coaching for teachers |
| | Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) |
| | Technology and other resources that support high quality teaching, for example software to support diagnostic assessment |
| Targeted academic support | One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)* |
| | Targeted interventions to support language development, literacy and numeracy |
| | Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND |
| | Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions |
| Wider strategies | Supporting pupils' social, emotional and behavioural needs |
| | Supporting attendance, including approaches outlined in the working together to improve school attendance guidance |
| | Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips |
| | Extended school time, including for summer schools |
| | Breakfast clubs and meal provision |
| | Communicating with and supporting parents |

Appendix B: Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Pupil Premium Strategy Statement

St John's CE Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 274 (Reception, Year 1, Year 2, Year 7) |
| Proportion (%) of pupil premium eligible pupils | Reception 5.3% , Year 1 5.5% , Year 2 15.9% , Year 7 33.1% PP; whole school 19.0% (52/274) . |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 3 |
| Date this statement was published | 01.12.25 |
| Date on which it will be reviewed | 01.07.26 |
| Statement authorised by | Callum Jackson, Tracy Gardiner, Sandy Morris |

| | |
|-------------------------|--|
| | Hornby |
| Pupil premium lead | Callum Jackson, Tracy Gardiner, Sandy Morris Hornby |
| Governor / Trustee lead | Jane Tudor |

Funding overview

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £ 53,713.00 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 53,713.00 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St John's CE Academy, our approach to inclusion is grounded in our Christian values of Respect, Kindness, and Courage. We are committed to building a school community where every child, whatever their background, need, or starting point, can grow in wisdom and character, flourish in community, and be empowered to fly beyond expectations. This reflects our vision for all to "live life in all its fullness" (John 10:10).

Our inclusion model is structured around the six pillars of our all-through framework: Curriculum, Connection, Communication, Care, Character, and Compliance. These pillars shape how we teach, support, and develop our most vulnerable learners, ensuring that the right structures, relationships, and ambitions are in place for every child to thrive.

Our Pupil Premium strategy is designed to embed these principles across every classroom and phase. By prioritising strong teaching, adaptive practice, early intervention, and belonging, we aim to remove barriers, close gaps, and secure equity of access and achievement for all pupils.

Core Principles

- Inclusion starts with design, not reaction.
- Equity means giving each child what they need to thrive.
- High expectations belong to everyone
- Strong teaching for all is the most powerful form of support
- Belonging is the foundation of progress
- Accessible classrooms benefit everyone
- Adaptations should be precise and purposeful
- Labels inform; they don't define
- Inclusion is everyone's responsibility
- Early support is better than late repair

Challenges

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

| Challenge number | Detail of challenge |
|---|--|
| 1. Literacy and language gaps | Many PP pupils enter below age-related expectations in reading, phonics or oral language, limiting access to the full curriculum. |
| 2. SEND overlap | ≈50% of PP pupils have SEND; curriculum and teaching must be explicitly designed for accessibility and retention. |
| 3. Attendance and readiness to learn | Persistent absence is higher among disadvantaged pupils, often linked to health, transport or family circumstances, with attendance for PP at 91.2% compared to 96.8% for their peers, a 5.6% gap. |
| 4. Limited cultural capital and enrichment access | PP pupils typically participate less in clubs, visits and wider learning experiences. |
| 5. Home learning and communication barriers | Lower parental engagement with school communications, alongside variable home support and digital access, reduces homework completion and undermines academic engagement. |
| 6. Teacher expertise in adaptive teaching | New staff in a growing school require systematic training to plan and deliver adaptive, inclusive lessons that reduce disadvantage gaps. |

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 |
|---|---|
| 1. High quality teaching and curriculum accessible to all pupils. | PP and non-PP progress and attainment gaps narrow year on year; observations show consistent application of St John's T&L principles. |
| 2. Literacy and language fluency. | Accelerated reading progress; improved vocabulary and writing outcomes; phonics pass in line with or above contextual averages. |
| 3. Attendance and engagement. | PP attendance within 3% of whole-school average; persistent absence rate improving. |
| 4. Participation in enrichment and leadership. | PP representation in clubs, trips and leadership roles reflects school cohort. |
| 5. Parent partnership and confidence. | Parent survey shows high level of/improving engagement; attendance at events and reviews increases year on year. |
| 6. Teacher expertise in inclusive and adaptive teaching | All teachers are confident and skilled in adaptive, inclusive teaching, using consistent, evidence-informed strategies to meet diverse needs and close disadvantage gaps. |

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: £ £24,542

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reducing Cognitive Load: sequence, model, and scaffold learning to manage working-memory demands. | EEF Cognitive Science Approaches (2023); SEND in Mainstream Schools (2020) – modelling, chunking, and scaffolding reduce overload. | 1, 2, 6 |
| Literacy, Communication and Foundational Fluency: explicitly teach vocabulary, phonics, and reading fluency. | EEF Improving Literacy (KS1 2020; KS2 2021; Secondary 2019) – direct teaching of vocabulary and comprehension improves access and progress. | 1, 2, 5 |
| Explicit Instruction: teach core knowledge in small steps using clear modelling and guided practice. | EEF High-Quality Teaching for All (2021); Teacher Feedback (2021) – explicit teaching and modelling have high impact for | 1, 2, 6 |

| | | |
|---|--|------------|
| | disadvantaged pupils. | |
| Checking, Adapting and Responding: use questioning, retrieval, and formative assessment to address misconceptions. | EEF Assessment and Feedback (2023); Metacognition (2021) – responsive teaching strengthens retention and understanding. | 1, 2, 6 |
| Assessment, Feedback and Alignment: align assessment with curriculum goals and provide actionable feedback. | EEF Teacher Feedback (2021); School Planning: Tiered Approach (2022) – precise, timely feedback drives equitable progress. | 1, 2, 5, 6 |

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

Budgeted cost: £13,428

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Yr7 Homework Support (lunchtime and after school): provide structured spaces for support, completion and organisation. | EEF Homework (Secondary) and Homework (Primary) – structured, supported homework improves learning when linked to feedback (EEF Toolkit, updated 2024). | 1, 2, 5 |
| Yr7 Targeted Intervention in Maths and English (during tutor time): small-group teaching focused on emerging knowledge gaps. | EEF Small-Group Tuition (2021); Teaching and Learning Toolkit – targeted teaching yields +4 months' progress on average. | 1, 2, 6 |
| Rapid Catch-Up Programme (most vulnerable pupils): time-limited, small group teaching, delivered during core curriculum time, closely aligned with classroom learning to accelerate progress and close gaps. | EEF Tutoring Evidence Review (2023) – short, frequent, structured tutoring has strong impact, particularly for disadvantaged pupils. | 1, 2, 6 |
| Reading Support and Intervention: systematic phonics, guided reading, and reciprocal reading sessions to accelerate fluency and comprehension. | EEF Improving Literacy in KS1 (2020), KS2 (2021), Secondary (2019) – targeted reading intervention improves decoding, fluency and comprehension. | 1, 2, 5 |

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

Budgeted cost: £15,743

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Habits of Success: calm, high-expectation environment via consistent routines, inclusive language, clear expectations, strong relationships, and family engagement. | EEF Improving Behaviour in Schools (2019); EEF Parental Engagement (2021). | 3, 5 |
| Connection as an Everyday Practice: daily greetings, tutor/named teacher check-ins, informal conversations, and routine recognition of effort. | EEF Improving Behaviour in Schools (2019); EEF Social and Emotional Learning (2019). | 3, 5 |
| Positive Family School Relationships: regular, informal, celebratory communication; positive messages. | EEF Parental Engagement (2021). | 5, 3 |
| Attendance, Punctuality and Engagement: ambitious targets; tracking; proactive removal of barriers; celebrate improvement. | EEF Rapid Evidence Assessment: Attendance Interventions (2022); EEF Improving Behaviour (2019). | 3, 5 |
| Transitions and Vulnerable Points: structured induction; coordinated academic + pastoral planning at key points. | EEF Transition (KS2 - KS3) Evidence Brief (2020); EEF SEND in Mainstream (2020). | 2, 3, 5 |
| Pastoral Monitoring and Review: analyse safeguarding/behaviour/attendance; track impact; ensure equity across groups. | EEF Assessment and Feedback (2023) – responsive use of data; EEF School Planning: Tiered Approach (2022). | 3, 5, 6 |
| Uniform & Equipment Support for PP: targeted financial assistance, discreet provision of essentials, proactive checks to remove barriers, and inclusion of food and nutrition resources to ensure readiness to learn. | EEF Improving Behaviour in Schools (2019); EEF Parental Engagement (2021); EEF Pupil Premium Guidance (2021). | 3, 5 |
| Enrichment: equitable access to extracurricular clubs, cultural visits, leadership roles, and extended learning opportunities, with targeted support for PP students to ensure participation and broaden horizons. | EEF Arts Participation Evidence Brief (2019); EEF Extending School Time (2021); EEF Pupil Premium Guidance (2021). | 4, 5, 6 |
| Breakfast Club: structured, welcoming start to the day with | EEF Extending School Time (2021); EEF Pupil Premium | 3, 5 |

| | | |
|--|--|--|
| healthy food provision, social connection, and targeted PP support to improve attendance, punctuality, and readiness to learn. | Guidance (2021); EEF Social & Emotional Learning (2019). | |
|--|--|--|

Total budgeted cost: £53,713.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception Early Learning Goals – Percentage of those achieving GLD

| | Communication and Language | Personal, Social and Emotional Development | Physical Development | ELG |
|-----------------|----------------------------|--|----------------------|-------|
| Cohort (56 chn) | 83.9% | 83.3% | 88.4% | 75% |
| PP (2 chn) | 50% | 50% | 50% | 50% |
| National | | | | 67.7% |

Year 1 – Percentage of those achieving End of Year Expectations

| | Reading | Writing | Maths |
|-----------------|---------|---------|-------|
| Cohort (44 chn) | 58.7% | 54% | 60.8% |
| PP (9 chn) | 22.2% | 22.2% | 22.2% |

Phonics Screening Check Pass Rate

| | | |
|------------|----------|--------------|
| Cohort 68% | PP 22.2% | National 80% |
|------------|----------|--------------|

Whilst figures remain low in Year 1 compared to cohort comparisons, only 14.2% of PP children achieved ELG in Communication and Language at the end of the previous Reception year. A significant majority of children identified as PP also have complex SEND needs requiring additional individualised support including 4 with EHCPs. Children were engaged in targeted intervention including daily individual catch up phonics sessions as well as engaging in a series of social communication groups to support development of self-regulation, self-confidence and positive interactions with others. Zones of Regulation was introduced as a whole school approach, including the Nursery, with positive outcomes monitored both through a reduction in recorded behaviour incidents as well as pupil voice.

Attendance

92.7% Whole School

83.5% PP

PP attendance data was significantly below that of the school average. However, a significant proportion of children were not yet of statutory school age for the majority of the academic year. Moving into the current academic year, attendance is a school priority with updated attendance processes in place to raise the expectations for our most vulnerable families at the earliest possible opportunity. By growing our pastoral capacity, the aim will be to meet family's needs at the earliest opportunity to prevent patterns of poor attendance from emerging. This includes those families where children are not yet of statutory school age. Places may be funded at breakfast club to any children identified as PP where attendance/lateness is identified as a barrier to progress.

| Intended outcome | How successfully was the outcome achieved |
|------------------|---|
|------------------|---|

| | |
|---|---|
| <ul style="list-style-type: none"> Improved oracy amongst disadvantaged pupils | <ul style="list-style-type: none"> Summative assessments, ELG and Phonics Screening Check both show significant improvement from baseline entry points. While the percentage of children achieving the expected standard remains low, ongoing formative assessments such as Oxfordshire Developmental Journal and Pre Key Stage standards showed significant improvement for all disadvantage pupils from their relative entry points. White Knights English Hub, alongside support provided by the Cambrian Learning Trust, were utilised to review and support the development of the Little Wandle Phonics Programme with a particular focus on fidelity to the scheme. In conjunction with this an additional phonics group was created in Year 1 in order to focus teacher support on the children requiring the highest level of adaptation including those from disadvantage backgrounds and with significant SEND needs. This enabled this group to make rapid progress compared with their peers. Additional Teaching Assistant support was utilised during the year to deliver bespoke interventions focusing on phonetic knowledge and early reading. Staff visited other schools both within and outside the trust to develop the hybrid approach to Year 1 provision balancing continuous provision elements with more formal learning. The curriculum was developed during this time to provide a heavy emphasis on ensuring cultural capital so that it is accessible for all pupils |
|---|---|

| | |
|--|--|
| <ul style="list-style-type: none"> To achieve and sustain improved attendance for all children eligible for PP, and reduce persistent/severe absence. | <ul style="list-style-type: none"> Despite the efforts made, PP attendance data was significantly below that of the school average. However, a significant proportion of children were not yet of statutory school age for the majority of the academic year. Moving into the current academic year, attendance is a school priority with updated attendance processes in place to raise the expectations for our most vulnerable families at the earliest possible opportunity. By growing our pastoral capacity, the aim will be to meet family's needs at the earliest opportunity to prevent patterns of poor attendance from emerging. This includes those families where children are not yet of statutory school age. Places may be funded at breakfast club for any children identified as PP where attendance/lateness is identified as a barrier to progress. |
| <ul style="list-style-type: none"> Improved emotional regulation amongst disadvantaged pupils | <ul style="list-style-type: none"> Training was provided by the SENCO in conjunction with the Communication and Interaction team to introduce and embed the Zones of Regulation as a whole school approach to support all children's emotional wellbeing. Additional resources, such as emotional regulation aids and relevant story books, were purchased and explored on both a whole class and small group basis. Additional in and out of school opportunities were sourced in order to provide a range of varied first-hand experiences to draw upon in the same way that other pupils do. These included a visit to the Living Rainforest as well as in reach visits from Farmer Gows, Dinosplorers, The Oxfordshire Museum and Little City subsidised by the school. This helped to support development of relationships with others as part of the whole school |

| | |
|--|---|
| | community as well as increasing cultural capital. |
|--|---|

Externally provided programmes.

| Programme | Provider |
|--|---|
| To improve emotional literacy and develop self-regulation strategies for a pupil with complex SEMH needs | <p>Dare2Deam were engaged in consultation with OCC as an alternative provider in order to develop a highly bespoke social and emotional wellbeing and positive behaviour support strategy for a child with significant emotional regulation needs.</p> <p>Session were conducted with a practitioner in conjunction with school on a twice weekly basis for the academic year helping to provide a successful transition into appropriate specialist placement.</p> |

