

## Pupil Premium Strategy Statement 2023-2024

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	Westerings Primary Academy
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	8.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	October 2024
Statement authorised by	Adam Stainsbury, Tony Towler
Pupil premium lead	Nadine Shorten
Governor / Trustee lead	Melissa Heatherson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925.00
Recovery premium funding allocation this academic year	£5,365.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£56,290.00</b>
Extra - School led tuition funding	£1,958.00 <i>*(will be returned)</i>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

## Part A: Pupil premium strategy plan

### Statement of intent

**Westerings Primary Academy curriculum intent statement:** *To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions. Our mission is “to gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives” and our vision is that “each and every child is inspired to choose a remarkable life”.*

Pupil Premium is a high priority throughout the academy. The context of the school and local demographics of our community are driving factors when strategically planning for our pupil premium pupils and subsequent funding. We draw upon up to date research as well as outcomes from our own internal provisions to establish a bespoke strategic plan.

#### Principles

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy. We are aware that every child and family require bespoke support and plans. We will ensure that all teaching staff are involved in the

planning, preparation, monitoring and assessment of pupils within this key group so that they are fully aware and equipped to enhance the strengths and support the weaknesses across the school.

Common barriers to learning for disadvantaged children at our school can be support and engagement within the home setting, higher levels of SEMH support, high levels of pupil premium children with SEND, attendance and punctuality, attainment in comparison to non pupil premium groups and reduced uptake of trips, visits and clubs due to costs.

Our core objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To ensure a greater % of disadvantaged children reach their end of year targets.
- To raise the percentage of disadvantaged children achieving age-related expectations at the end of the key stage.
- To raise the attendance and punctuality of PP children

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress can be significantly negatively affected by Social, Emotional and Mental Health needs and the school needs to be strong at identifying the barriers that each individual pupil premium student faces. * Currently 11.9% of pupils across the school are on the SEMH support register, with 14.89% of those on the register being pupil premium.
2	The level of support and engagement within the home setting can negatively impact outcomes and progress.
3	Lower progress and attainment in reading, writing and maths, particularly with pupil premium children on SEN register. *12 pupil premium children are also on the SEND register (29.26%).
4	Attendance levels and persistent lateness of pupil premium children has been identified as a potential barrier for learning.
5	Opportunities and uptake for residential trips, clubs and music lessons due to costs. (Linked to cultural capital)
6	Pupill's drive and ambition to work hard to achieve.

\* at the time of publication

## Intended outcomes

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

Intended outcome	Success criteria
All pupil premium children with social and emotional needs will be identified and targeted support provided.	<p>Tier approach to support</p> <p>Social and emotional targets linked to PP plan if the child is on the SEMH register</p> <p>The impact of provisions are tracked.</p> <p>A reduced % of PP on the SEMH register</p> <p>Family support through school based mental health teams (MHTS), schools SEMH Lead and referrals to external agencies.</p>
To ensure an increased % of children make good or better progress.	Gap narrowed between PP and non PP for progress scores in reading, writing, maths and science.
To raise the percentage of disadvantaged children achieving age-related expectations.	Gap narrowed in reading, writing, maths and science across the academy for teacher assessments and formal assessments between pupil premium and non pupil premium children.
To raise the attendance of pupil premium children.	<p>The attendance gap between pupil premium children and non pupil premium narrows within the academy. Pupil attendance will be in line or better than the national average.</p> <p>Poor attendance will be challenged through the use of letters, meetings with parents, attendance plans, support where needed in line with our attendance policy.</p>
To ensure that our pupil premium children have the rich and varied experiences that our non pupil premium children have.	<p>A wide range of extracurricular activities will be offered to cater to children's interests</p> <p>Discount or full payment in line with our charging and remissions policy will continue to support pupil premium families all enrichment pupil premium opportunities, including trips, visits, music experiences or lessons and residential.</p> <p>Any pupil premium children who choose not to attend a club will be prioritised in the following term.</p>
Pupil's drive and ambition to work hard to achieve.	<p>Pupil's drive and ambition to work hard to achieve will be scaffolded through the primary early careers curriculum.</p> <p>Opportunities to expose children to a range of professional occupations and interactions with varied professionals.</p>

## 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: £2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD to embed Read, Write Inc phonics teaching and reading across the school, ensuring all pupils (regardless of background) leave Y1 passing the PSC.</p> <p><i>Cost: £2000 (RWI Development Days)</i></p>	<ul style="list-style-type: none"> <li>• The Rose report</li> <li>• <a href="#">DfE Reading Framework</a></li> <li>• <a href="#">DfE Accredited Phonics Programmes</a></li> <li>• EEF Toolkit: <a href="#">Phonics Strategies, Teaching and Learning impact +5.</a></li> <li>• EEF Toolkit: <a href="#">Early Literacy Approaches impact +4</a></li> </ul>	2,3,6
<p>Embedding Formative Assessment</p> <ul style="list-style-type: none"> <li>• Clarifying, sharing, and understanding learning intentions;</li> <li>• Eliciting evidence of learning;</li> <li>• Providing feedback that moves learning forward;</li> <li>• Activating learners as learning resources for one another,</li> <li>• Activating learners as owners of their own learning, including metacognition</li> </ul> <p><b>No cost in WPA CPD</b></p>	<ul style="list-style-type: none"> <li>• EEF Toolkit - <a href="#">Teacher Feedback to Improve Pupil Learning: impact +5</a></li> <li>• EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> <li>• EEF Toolkit - <a href="#">Collaborative learning pupil premium roaches: impact +5</a></li> <li>• EEF Toolkit: <a href="#">Mastery Learning: Impact +5</a></li> </ul>	1, 2, 3, 4, 6
<p>Cognitive Science pupil premium approaches in the classroom</p> <ul style="list-style-type: none"> <li>• Working memory</li> <li>• Doug Lemov</li> <li>• Rosenshine Principles</li> <li>• Neuroscience</li> <li>• Cooperative learning</li> <li>• Coaching model</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Evidence and Practice Review <a href="#">Cognitive Science in the Classroom</a></li> <li>• EEF A Review of Educational Interventions and Approaches Informed by <a href="#">Neuroscience</a></li> <li>• EEF Toolkit: <a href="#">Mentoring: impact +2</a></li> <li>• EEF: <a href="#">Effective Professional Development' Guidance</a></li> </ul>	1, 2, 3, 4, 6

<p>No cost in WPA CPD</p>	<ul style="list-style-type: none"> <li>• EEF <a href="#">Guide to pupil premium (High quality teaching and targeted academic support, tiered approach teaching is top priority, including CPD)</a></li> </ul>	
<p>CPD for staff to use targeted academic interventions</p> <ul style="list-style-type: none"> <li>• <i>Lexia Literacy Skills Solutions</i></li> </ul> <p>No cost in WPA CPD</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit: <a href="#">Phonics strategies, Teaching and Learning impact +5.</a></li> <li>• EEF Toolkit: <a href="#">Teaching Assistant Interventions impact: +4</a></li> <li>• EEF: <a href="#">Making Best Use of Teaching Assistants</a></li> <li>• EEF: <a href="#">Use of Technology</a></li> <li>• EEF: <a href="#">Effective Professional Development' Guidance</a></li> </ul>	<p>2,3,6</p>

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

**Budgeted cost: £28,877.70**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention teacher providing individual and small group maths teaching with a qualified teacher ( 1 hour per week - 33 weeks)</p> <p>£1,028.70</p>	<ul style="list-style-type: none"> <li>• EEF <a href="#">Guide to pupil premium (High quality teaching)</a></li> <li>• Sutton trust: <a href="#">Quality First Teaching has a direct impact on the outcomes of children.</a></li> <li>• EEF Toolkit: <a href="#">Individualised instruction : impact + 4</a></li> <li>• EEF Toolkit: <a href="#">1:1 Tuition: impact +5</a></li> <li>• EEF Toolkit: <a href="#">Small group Tuition: impact +4</a></li> <li>• Standardised assessments to provide insights into the specific strengths and weaknesses of each child. This will ensure they receive the correct additional support through intervention, catch up or tuition.</li> </ul>	<p>1, 2, 3, 4, 6</p>
<p>Lexia Core 5 Intervention</p> <p><i>Lexia £ Lexia Literacy Skills Solutions Package (80 pupils) = £2,053.00 exc. VAT</i></p>	<ul style="list-style-type: none"> <li>• EEF Toolkit: <a href="#">Individualised instruction : impact + 4</a></li> <li>• EEF Toolkit - <a href="#">1:1 Tuition: impact +5</a></li> <li>• EEF Toolkit: <a href="#">Phonics: impact +5</a></li> </ul>	<p>1, 2, 3, 6</p>

<p>Staffing cost: <b>No cost - WPA</b></p>	<ul style="list-style-type: none"> <li>• EEF Toolkit: <a href="#">Teaching Assistant Interventions: impact: +4</a></li> <li>• EEF: <a href="#">Digital Technology: impact +4</a></li> </ul>	
<p>Purchase web-based programs to be used to support teaching and learning.</p> <ul style="list-style-type: none"> <li>• <b>Intelligent Tutoring Software:</b> <i>Can be used at home and in school:</i></li> </ul> <p><i>Lexia</i> (above)</p> <p><b>Doodle:</b></p> <ul style="list-style-type: none"> <li>• <i>Maths</i></li> <li>• <i>English</i></li> <li>• <i>Spell</i></li> <li>• <i>Tables</i></li> </ul> <p><i>Timetables Rockstar</i></p> <p>£2,555.00</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit: <a href="#">Parental Engagement: impact +4</a></li> <li>• EEF: <a href="#">Digital Technology: impact +4</a></li> <li>• EEF <a href="#">Guide to pupil premium (High quality teaching and targeted academic support)</a></li> <li>• Clear evidence technology approaches are beneficial for writing and math practice</li> </ul>	1, 2, 3, 4, 6
<p>Termly Pupil Progress Meetings for all year groups - data analysis of PPG-eligible groups.</p> <p><i>3 days cover for directors £1,800.00</i></p>	<ul style="list-style-type: none"> <li>• EEF <a href="#">Guide to pupil premium (High quality teaching and targeted academic support, tiered approach teaching is top priority, including CPD)</a></li> </ul>	1, 2, 3, 4
<p>Writing Boosting Intervention (£ no cost as part of afternoon intervention budget)</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit: <a href="#">Individualised instruction : impact + 4</a></li> <li>• EEF Toolkit - <a href="#">1:1 Tuition: impact +5</a></li> <li>• EEF Toolkit: <a href="#">Teacher feedback to improve pupil learning: Impact +6</a></li> <li>• EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> <li>• EEF: <a href="#">Making Best Use of Teaching Assistants</a></li> </ul>	1, 2, 3, 4, 6

<p>Support children to achieve their specific next steps targets identified by class teachers to raise attainment levels across every year group.</p> <p><i>Develop targeted areas to diminish the difference of Pupil Premium children and national average in EYFS, KS1 and KS2.</i></p> <p>£21,441.00 for LSA interventions (e.g. live feedback marking, adaptive teaching, pre and over teaching)</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit: <a href="#">Individualised instruction : impact + 4</a></li> <li>• EEF Toolkit - <a href="#">1:1 Tuition: impact +5</a></li> <li>• EEF Toolkit: <a href="#">Teacher feedback to improve pupil learning: Impact +6</a></li> <li>• EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> </ul>	<p>1, 2, 3, 4, 6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost:** £25,412.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH Lead and Pastoral team: Specific SEMH / ELSA interventions</p> <ul style="list-style-type: none"> <li>• Support children's emotional wellbeing (transitions and unstructured times)</li> <li>• Address individual needs that are impacting on a child's well-being and ability to effectively learn.</li> <li>• Work alongside children who benefit from additional guidance and strategies</li> <li>• Specific therapies include <ul style="list-style-type: none"> <li>○ ELSA</li> <li>○ Draw and Talk</li> <li>○ Talk About</li> <li>○ Nurture groups</li> <li>○ Small group interventions</li> <li>○ Lunch group</li> </ul> </li> </ul> <p>14.25 hours per week = £9800</p>	<ul style="list-style-type: none"> <li>• EEF: <a href="#">Behaviour interventions: impact +4</a></li> <li>• EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> <li>• EEF Toolkit: <a href="#">Social and emotional learning: impact +4</a></li> <li>• EEF: <a href="#">Improving Social and Emotional Learning in Primary Schools</a></li> <li>• EEF EYFS Toolkit: <a href="#">Social and emotional learning strategies: impact +3</a></li> <li>• EEF: <a href="#">The impact of non-cognitive skills on outcomes for young people Literature review</a></li> <li>• EEF Toolkit: <a href="#">Mentoring: impact +2</a></li> <li>• EEF Toolkit: <a href="#">Self regulation strategies: impact +5</a></li> </ul>	<p>1, 2, 3, 4, 6</p>

<p>£63.73 towards CPD budget - ELSA supervision</p>		
<p><b>Breakfast Club:</b></p> <ul style="list-style-type: none"> <li>• Providing a free healthy breakfast for FSM pupils to ensure pupils start the day in a positive way.</li> <li>• Provide a nurturing environment for children and support high attendance and punctuality</li> </ul> <p>£7,320 (av8chnX183days)</p>	<ul style="list-style-type: none"> <li>• A Literature Review: <a href="#">Impact of breakfast on children's diet, health, and educational success</a></li> <li>• EEF Toolkit: <a href="#">Parental Engagement: impact +4</a></li> <li>• Attendance data: Our own school data shows that pupil premium pupils' attendance is positively impacted by attending Breakfast Club.</li> <li>• EEF: <a href="#">The Magic Breakfast: impact +2</a></li> <li>• EEF <a href="#">Guide to pupil premium (Wider Strategies)</a></li> </ul>	<p>1, 2, 3, 4,</p>
<p>Cultural capital experiences promoted within the curriculum.</p> <p><i>To support pupil premium children at Westerings Primary Academy in a range of ways that contribute to the development of the 'whole' child, by subsidising the cost of:</i></p> <ul style="list-style-type: none"> <li>• Curriculum on a page days or experiences, where learning is contextualised in concrete experiences and language rich environments.</li> <li>• Reduction in cost or full payment of educational visits, residentials, extra-curricular clubs including music lessons and activities in and outside of school that are run by Westerings Primary Academy.</li> </ul> <p>25% off residentials (£1200) and £1500 ringfenced fund for families unable to afford day trips/visits.</p>	<ul style="list-style-type: none"> <li>• Extending experiences and building confidence.</li> <li>• EFF: Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as academy-run extra-curricular clubs, music lessons and educational visits.</li> <li>• Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged children.</li> <li>• Enrichment activities offer children a context for learning and a stimulus to trigger their interests, which can be evidenced in pupil books</li> <li>• If learning is engaging, fun and real, children will be more likely to want to engage in learning by coming to school.</li> <li>• Increased self- confidence, greater independence, better team working, collaborative skills. Develop leadership skills and independence.</li> <li>• EFF: <a href="#">The impact of non-cognitive skills on outcomes for young people</a></li> <li>• EEF <a href="#">Guide to pupil premium (Wider strategies)</a></li> <li>• EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> </ul>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>Early Careers</b></p> <ul style="list-style-type: none"> <li>• Implementation of our Early Careers Curriculum</li> <li>• Premium pupils to exceed 10% makeup of School</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance on the knowledge, skills, and characteristics required to achieve future goals interwoven into the curriculum.</li> </ul>	<p>1, 2, 3, 4, 5, 6</p>

<p>council, pathways and other leadership opportunities</p> <ul style="list-style-type: none"> <li>NatWest and other visiting business links within the community to inspire and engage pupils.</li> </ul> <p><b>No cost to WPA</b></p>	<ul style="list-style-type: none"> <li>Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</li> <li>Opportunities for pupils to encounter new experiences and settings.</li> <li>Primary Careers: <a href="#">What Works in Primary Schools</a></li> </ul>	
<p>Sports Enrichment KS1 and KS2</p> <ul style="list-style-type: none"> <li><i>Wider curriculum offer.</i></li> <li><i>Increased PE skills and competitiveness.</i></li> <li><i>Sports clubs/events promoted to pupil premium children and they are encouraged to attend.</i></li> <li><i>Supports attendance</i></li> </ul> <p>Choice of 1 club per term (£40 cap) = £4200</p>	<ul style="list-style-type: none"> <li>EEF: <a href="#">Physical activity: Impact +1</a></li> <li>Enrich the curriculum and experiences of the pupils.</li> <li>EEF <a href="#">Guide to pupil premium (Wider strategies)</a></li> </ul>	1, 2, 4, 5, 6
<p>Arts and performing arts clubs</p> <ul style="list-style-type: none"> <li><i>More enjoyment of the wider curriculum leading to better outcomes emotionally as well as academically.</i></li> </ul> <p>£: Funding linked to above</p>	<ul style="list-style-type: none"> <li>EEF Toolkit: <a href="#">Arts participation: impact +3</a></li> <li>Enrich the curriculum and experiences of the pupils.</li> <li>EEF <a href="#">Guide to pupil premium (Wider strategies)</a></li> </ul>	1, 2, 4, 5, 6
<p>Subsidised peripatetic music programme</p> <p>£: Funding linked to above (up to £40 per child per term)</p>	<ul style="list-style-type: none"> <li>Enhance the curriculum and encourage talents.</li> <li><a href="#">Arts participation: impact +3</a></li> <li>EEF <a href="#">Guide to pupil premium (Wider strategies)</a></li> </ul>	1, 2, 4, 5, 6
<p>Lunch time SEMH support</p> <ul style="list-style-type: none"> <li><i>Children develop stronger social skills they can use during play and develop the confidence to spend time on the playground mixing with other children.</i></li> </ul> <p>£: Linked to funding stream above - ELSA/SEMH</p>	<ul style="list-style-type: none"> <li>EEF: <a href="#">Behaviour interventions: impact +4</a></li> <li>EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> <li>EFF Toolkit: <a href="#">Social and emotional learning: impact +4</a></li> <li>EFF: <a href="#">Improving Social and Emotional Learning in Primary Schools</a></li> <li>EFF EYFS Toolkit: <a href="#">Social and emotional learning strategies: impact +3</a></li> <li>EEF Toolkit: <a href="#">Self regulation strategies: impact +5</a></li> </ul>	1, 5,

<p>To support pupil premium families whose children's attendance is a cause for concern</p> <p>£1,328.57 (Attendance admin)</p>	<ul style="list-style-type: none"> <li>Attendance officer (LE) monitoring and tracking of attendance procedures.</li> <li>ES: <a href="#">Every School Day Counts</a></li> <li>EEF: Guidance Report: <a href="#">Working with Parents to Support Children's Learning</a></li> <li>Fortnightly attendance meetings with attendance officer and SLT</li> <li>School Attendance Policy</li> </ul>	4
<p>Transition support into school</p> <ul style="list-style-type: none"> <li>Support pupil premium children with separation anxieties</li> <li>Calm Club</li> </ul> <p>£ Links to breakfast club funding above</p>	<ul style="list-style-type: none"> <li>EEF: <a href="#">Behaviour interventions: impact +4</a></li> <li>EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> <li>EEF Toolkit: <a href="#">Social and emotional learning: impact +4</a></li> <li>EEF Toolkit: <a href="#">Self regulation strategies: impact +5</a></li> </ul>	1,4
<p>Education Outside the Classroom</p> <ul style="list-style-type: none"> <li>Wild West - Westerings own "Forest Schools" <ul style="list-style-type: none"> <li>3 tier approach</li> </ul> </li> <li>Residentials (included above)</li> </ul> <p><b>No cost this year</b></p>	<ul style="list-style-type: none"> <li><a href="#">Impact of Forest Schools: Research.gov.uk</a></li> <li>EEF Toolkit - <a href="#">Metacognition and Self-regulation Pupil Premium Approaches to Teaching: impact +7</a></li> <li>EEF Toolkit: <a href="#">Parental Engagement: impact +4</a></li> </ul>	1, 2, 3, 4, 5, 6

**Total budgeted cost: £ £56,290.00**

## 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 2022 to 2023 academic year.

This review provides an overview of the results obtained via our Pupil Premium strategy, emphasising the remarkable advancements and positive changes that have transpired. Our dedicated initiatives have led to heightened attendance, encompassing both academic engagement and support for students' social and emotional well-being.

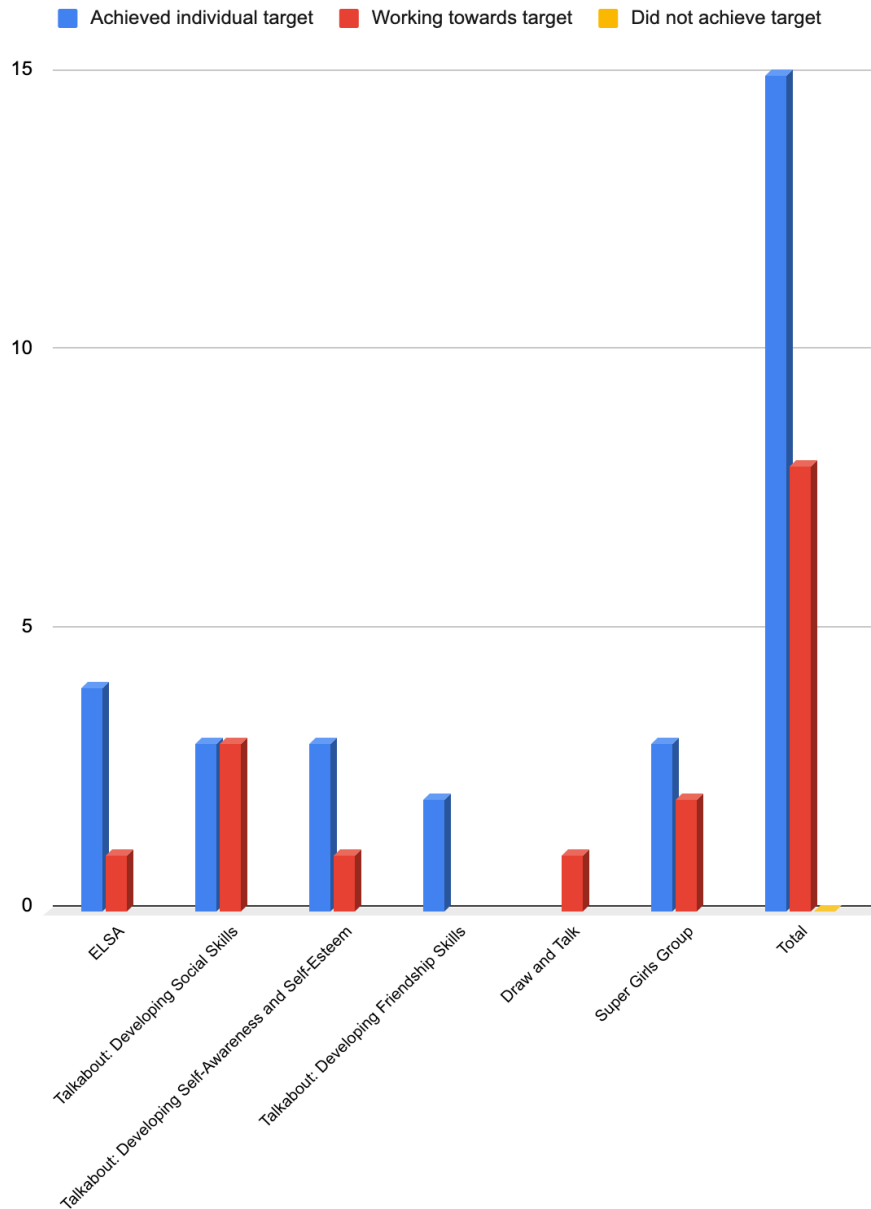
Academic:

End of Key Stage 2 measures for 2023 demonstrated children eligible for pupil premium grant attained higher than national averages in nearly all areas.

Subject	Westerings meeting ARE (PPG only)	National average meeting ARE (All pupils)
Reading	86%	73%
Writing	71%	71%
Maths	86%	73%
RWM combined	71%	59%
EGPS	86%	72%

Evidence-Based SEMH Interventions:

The introduction of new specific, evidence-based SEMH interventions has been instrumental in addressing the individual needs of our Pupil Premium students. These interventions are informed by pre-assessments, ensuring that the support provided is precisely tailored to each student's needs. As a result, we have witnessed notable improvements in the emotional and mental well-being of these students, contributing to their overall academic success.



#### Leadership Opportunities:

The Pupil Premium grant has also led to an increased number of Pupil Premium students taking on leadership roles within the school community. This remarkable achievement can be attributed to the impact of our Early Careers curriculum and Leadership Pathways, which emphasises the importance of leadership and actively raises the profile of such opportunities. This shift has empowered Pupil Premium students to take on roles of responsibility, fostering personal development and a sense of belonging within the school community. The following data reflects the makeup of our student council.

	Student Council	School Average
%SEND *	12.5%	9.8%
%PPG **	18.8%	8.6%
%EAL ***	6.3%	0.7%

**Participation in Extracurricular Activities:**

65% of our Pupil Premium pupils engaged in extracurricular activities, funded through the Pupil Premium Strategy. Participation in such activities has been linked to improved social skills, increased self-confidence, and enhanced academic performance. Our approach to extracurricular clubs is guided by pupil voice, ensuring that we offer clubs that capture and draw upon students' interests and passions. These activities range from science and sports to our very own adaptation of Scouts, known as "WRENS."

In conclusion, our Pupil Premium strategy has yielded commendable outcomes, with increased attendance rates, targeted SEMH interventions, and enhanced leadership opportunities for our Pupil Premium students. Additionally, our focus on extracurricular activities has allowed students to explore their interests and passions while reaping the benefits of such engagement. We are committed to sustaining and further improving upon these achievements to continue supporting the educational and personal growth of our Pupil Premium students.

## 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
Times Table Rockstars	TT Rockstars
Read Write Inc Resources	Ruth Miskin
Doodle	Doodle

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support pupil premium or disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

- ***Pupil premium children have their own pupil premium support plans, which are reviewed and updated termly, including targets.***
- ***Pupil premium children are prioritised for inter school academic support opportunities.***