



Pupil premium strategy statement – Dovecotes Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year 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 (Oct 23 census)	295 pupils
Proportion (%) of pupil premium eligible pupils	125 pupils (42%)
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)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	T Challenor (HT)
Pupil premium lead	T Challenor HT
Governor / Trustee lead	T Wakefield (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,875
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21,025
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>	£202,900

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subject areas, with a particular focus upon Reading, Writing and Maths. We recognise that being able to read fluently opens the door to all other subjects and enhances life chances. We acknowledge that pupils in receipt of pupil premium funding, may be subject to specific barriers that make it more challenging for them to reach their full potential. The focus of our pupil premium strategy is to support pupils in overcoming these challenges, to enable them to reach aspirational targets and to make or exceed nationally expected rates of progress for pupil premium pupils. As a school, we carefully allocate the pupil premium funding to close the attainment gap between pupil premium and non-pupil premium peers, including for those pupil premium pupils who have the potential or are already higher attainers. We raise the aspirations of our pupil premium pupils by providing access to a wide range of enrichment activities that inspire and motivate.

Senior Leaders at Dovecotes Primary School draw upon research produced by the Education Endowment Foundation (EEF) to support decision making in choosing specific strategies that are effective in accelerating progress for all pupils. Subsequently, quality first teaching, which is proven to have the greatest impact on closing the attainment gap, is at the heart of our approach; it also ensures that all pupils excel and receive a high standard of teaching and learning. Central to quality first teaching is the implementation of robust diagnostic assessment - lessons are skilfully planned to fill gaps in knowledge and skills. Accurate assessment also ensures that teaching staff intervene 'live' in the moment as soon as a misconception arises within a lesson. If further intervention is required, 'keep up, catch up' sessions for Reading, Writing and Maths take place later that day prior to the next day's learning. Further targeted academic support is also tailored to meet the needs of pupil premium pupils who may experience additional challenges such as SEND, EAL and/or vocabulary acquisition. This support is timetabled on a Raising Attainment Plan with care to ensure that intervention is short burst, such as Precision Teaching, and does not become a lifestyle; this allows all pupil premium pupils to access a broad and balanced enriched curriculum that builds cultural capital. Our strategy is also integral to wider school plans for education recovery, and pupils whose education has been worst affected as a result of the pandemic, including non-pupil premium pupils, who are selected to receive further targeted support through the National Tutoring Programme.

The impact of interventions are reviewed termly for their effectiveness at pupil progress meetings with a particular focus upon pupil premium pupils; each child's progress is monitored closely and if not 'on track' then further strategies are put in place to support, such as wider school approaches to help with attendance/punctuality and mental health and wellbeing. It is our intention that a holistic approach to each child's development is taken and that barriers are removed to allow all pupils to become successful learners.

Our Objectives are to:

- ✓ Remove barriers to learning created by social and economic background.

- ✓ Ensure that progress and attainment measures for PP pupils are in line with or better than national averages in Reading, Writing and Maths.
- ✓ Accelerate the progress of PP pupils in order to narrow the attainment gap between pupil premium and non-pupil premium pupils in Reading, Writing and Maths.
- ✓ Ensure ALL PP pupils are able to read fluently to enable them to access the breadth of the curriculum.
- ✓ Empower PP pupils to support their own mental wellbeing and develop resilience.
- ✓ Ensure PP pupils access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise their aspirations.

To achieve our objectives, we will:

- ✓ Provide all teachers, and teaching assistants, with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- ✓ Use diagnostic assessment effectively to provide targeted support that quickly addresses identified gaps in learning
- ✓ Target funding to ensure that pupils have access to trips, residential visits and first-hand learning experiences
- ✓ Provide opportunities for pupils to participate in enrichment activities including sport and music
- ✓ Provide nurture to support pupils in their emotional and social development
- ✓ Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

The key principles of our strategy plan are based around EEF guidance, that states:

1. Schools can make a difference in closing the PP attainment gap.
2. Research evidence can help to select strategies that will have the most impact in closing the PP attainment gap.
3. Quality First Teaching is essential to improve the outcomes of PP Pupils.
4. Less is more and schools must focus on a smaller number of priorities to ensure their success.

Closing the Pupil Premium gap is not just about focussing upon lower attaining pupil (middle and higher attainers must be supported too).

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils have greater difficulties with phonics than their peers.
2	Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many PP pupils, particularly those Pupil Premium children with English as an additional language. These are evident from Reception through to KS2.
3	Reading attainment among pupil premium pupils is significantly below that of non-PP pupils. The main issue being that pupils need to develop their reading fluency skills so that they read with speed and accuracy, whilst at the same time recognising the words and understanding them.
4	Writing is a key priority for the school and is the subject that has been most impacted by lockdown - writing attainment among pupil premium pupils is significantly below that of non-PP pupils, particularly for boys. The main issue being that pupils need to improve their stamina to write at length whilst being technically accurate using correct demarcation.
5	Maths attainment among pupil premium pupils is significantly below that of non-PP pupils. The main issue being that pupils need to develop their ability to reason and problem solve with maths.
6	Our discussions with pupils and families have identified a lack of enrichment opportunities for many of our PP families.
7	Emotional well-being, social and behavioural needs impact upon a child's ability to learn well.

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
Improved phonics attainment among Pupil Premium pupils.	KS1 Phonics Screening Check outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard.
Improved oral language skills and vocabulary among Pupil Premium pupils.	Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other

	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading fluency skills that raises reading attainment among Pupil Premium pupils.	KS2 reading outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard.
Improved stamina for writing with technical accuracy that raises writing attainment for Pupil Premium pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard.
Improved ability to reason and problem solve that raises maths attainment for Pupil Premium pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard.
An improved curriculum offer with enrichment opportunities both inside and outside the classroom via educational visits, residential trips, visitors to school, music provision, sporting events and after school clubs.	All PP pupils have attended educational visits, residentials and experienced enrichment opportunities that are led by their own interests.
Social, Emotional and Mental Health barriers to learning of SEMH/PP Pupils are addressed through the RSE curriculum, Jigsaw PSHE scheme of work, Zones of Regulation, nurture group sessions and external SEMH support.	All SEMH/ PP pupils accessing interventions have had fewer behaviour incidents and can self-regulate and express their emotions using appropriate vocabulary.

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to deliver high quality CPD for support staff. All support staff will be invited to twilight INSET sessions and benefit	Investing in professional development for teaching assistants to deliver structured interventions. Targeted deployment, where teaching assistants are trained to deliver an intervention to	1,2,3,4,5,6,7

<p>from a regular schedule of training designed to meet their specific needs and ensure a consistent approach in teaching and learning, including:</p> <ul style="list-style-type: none"> • RWI Phonics • Colourful Semantics • Working Memory • Precision Teaching • EAL • Building Oracy • Maths Higher order Questioning • Outdoor Learning • Restorative Practice • Emotion Coaching • Zones of Regulation 	<p>small groups or individuals has an impact of +4 months</p> <p>Teaching Assistant Interventions Toolkit Strand - Education Endowment Foundation</p>	
<p>To continue to employ a TA/HLTA for each class so that all have a support teacher working alongside the teacher to provide instant live marking feedback to pupils in core learning.</p>	<p>Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils.</p> <p>Reducing class size Toolkit Strand EEF Education Endowment Foundation</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>Feedback Toolkit Strand - Education Endowment Foundation</p>	<p>1,2,3,4,5</p>

<p>To offer mentoring and coaching support to staff, including all four new ECTs, so that they are able to deliver high quality reading, writing and maths lessons by:</p> <ul style="list-style-type: none"> • continuing to release DHT for 50% of her timetable. • creating additional phase leaders with an afternoon release time each week in EYFS, KS1 and KS2. 	<p>EEF Pupil Premium guidance – ‘Access to quality first teaching is the priority, this is the tier that has the biggest impact on a child’s attainment.’</p>	<p>2, 3, 4,5</p>
<p>To continue to employ a RWI Lead to mentor staff across school (including the Early Years Unit) so that they are able to deliver high quality phonics lessons.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>To continue to purchase the RWI Phonics Development Package to give access to a RWI consultant and the RWI training portal which provides access to online resources that support staff in delivering phonics with total fidelity to the RWI scheme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>To continue to purchase the Gold Package with the Local Authority Citizen Language</p>	<p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions</p>	<p>2,3,4</p>

<p>and Learning Team to provide high class CPD to staff to include:</p> <ul style="list-style-type: none"> • Literacy and language development • Reading comprehension strategies • Support for new arrivals or children who speak English as an additional lang • Greater Depth workshops for PP Pupils 	<p>schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>EEF Toolkit: +6 months – oral language interventions</p> <p>Oral Language Interventions Toolkit Strand - Education Endowment Foundation</p> <p>EEF Toolkit: +7 months – reading comprehension strategies</p> <p>Reading comprehension strategies Toolkit Strand - Education Endowment Foundation</p> <p>EEF Toolkit: + months – aspiration interventions (unknown impact)</p> <p>Aspiration interventions Toolkit Strand Education Endowment Foundation</p>	
<p>To continue to reduce class sizes for Maths by:</p> <ul style="list-style-type: none"> • adapting DHT timetable to allow her to teach additional Maths groups (with further TA support assigned in classes with higher SEND needs) 	<p>Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils.</p> <p>Reducing class size Toolkit Strand EEF Education Endowment Foundation</p>	5
<p>To continue to deliver WELL COMM training to all new staff in the Early Years</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 a positive impact on attainment (+6 months)</p> <p>Oral Language Interventions Toolkit Strand - Education Endowment Foundation</p>	2
<p>To purchase additional I pads to support pupils with additional needs and EAL to dicate, write</p>	<p>It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored. More recently, digital technologies have</p>	2, 4

and edit their sentences.	been employed to facilitate individual activities and feedback. (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk)	
To purchase additional resources for Maths and Writing lessons (mini white boards/ dry wipe pens/notebooks) so that teachers can deliver effective modelling to pupils following the 'I do, We do, You do' process that promotes pupil collaboration.	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. (+5 months) Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	4, 5
To purchase additional RWI Phonics resources (e.g big sound cards, picture cards) so that it can be taught with fidelity to the scheme, beginning in Nursery class.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. (+5 months) Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
To employ an EAL Lead to train and mentor staff across school so that they are best able to deliver quality first teaching and support pupils' language development if they have English as an Additional Language.	EEF Pupil Premium guidance – 'Access to quality first teaching is the priority, this is the tier that has the biggest impact on a child's attainment.'	2, 3, 4
To purchase additional reading resources for Early Years' Reading Escape sessions which expose younger pupils to a wider range of genres including poetry and rhyme.	Oral language approaches might include targeted reading aloud and book discussion with young children. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two	2, 3

	show a positive impact on attainment (+6 months) Oral Language Interventions Toolkit Strand - Education Endowment Foundation	
Key members of staff across school to access training and become Champions who mentor others to be confident in whole school approaches such as Restorative Practice, Zones of Regulation and Emotion Coaching.	Social and Emotional Learning interventions can develop a positive school ethos, which also aim to support greater engagement in learning. (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7
To purchase additional Maths resources for Reception class so that they can begin to access White Rose Mastery Maths teaching.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (+5 months) Mastery learning EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £ £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to timetable daily additional phonics sessions targeted at PP pupils who require 121 phonics support led by a RWI trained TA.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
To ensure that one of our SEND TAs receives specialist	Investing in professional development for teaching assistants	7

<p>Draw and Talk Therapy training to be able to deliver one-to-one SEMH interventions.</p>	<p>to deliver structured interventions. (+4 months) Teaching Assistant Interventions Toolkit Strand - Education Endowment Foundation Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. (+5 months) One to one tuition Toolkit Strand - Education Endowment Foundation</p>	
<p>To ensure that all Teaching Assistants are off timetable three afternoons a week to be able to deliver structured interventions such as Precision Teaching and Echo Reading as well as target vulnerable pupils in class.</p>	<p>EEF Toolkit: +5 months - one to one tuition. One to one tuition Toolkit Strand - Education Endowment Foundation EEF Toolkit: +4 months – small group tuition Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit: +6 months – reading comprehension strategies Reading comprehension strategies Toolkit Strand - Education Endowment Foundation EEF Toolkit: +4 months – teaching assistant interventions Teaching Assistant Interventions Toolkit Strand - Education Endowment Foundation</p>	<p>1, 3, 4, 5</p>
<p>To purchase small world resources for the SEND resource base to aid pupils with more complex needs in their communication and language development.</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 a positive impact on attainment (+6 months) Oral Language Interventions Toolkit Strand - Education Endowment Foundation</p>	<p>2</p>

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

Budgeted cost: £ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To effectively promote parental engagement in their child's learning via regular workshops in school for:</p> <ul style="list-style-type: none"> • Phonics and Early reading • Maths • Writing • Emotional Regulation 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement Toolkit Strand - Education Endowment Foundation</p>	<p>1,2,3,4,5,7</p>
<p>To continue to set aside finances to maximise enrichment opportunities for PP pupils and subsidise their contributions towards school visits, residential and visitors to school in order to provide PP pupils with experiences that they may not normally be exposed to.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. (+? months)</p> <p>Outdoor adventure learning Toolkit Strand Education Endowment Foundation</p> <p><i>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Ofsted Inspection Handbook 2019)</i></p>	<p>6</p>
<p>To continue to employ a Pastoral Lead to work with pupils and families to build positive relationships, addressing needs for support around SEMH and behaviour.</p>	<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) + 4 months</p> <p>Social and emotional learning Toolkit Strand - Education Endowment Foundation</p> <p>+4 months - Parental engagement Parental engagement Toolkit Strand - Education Endowment Foundation</p>	<p>7</p>

	+4 months – Behavioural interventions Behaviour interventions Toolkit Strand Education Endowment Foundation	
To continue to employ a SEND TA for an additional day each week to lead SEMH interventions for priority children.	EEF Toolkit: +4 months – Social and Emotional Learning Social and emotional learning Toolkit Strand - Education Endowment Foundation	7
To purchase whole school instrument tuition for Year 4 and brass/woodwind small group tuition with Wolverhampton Music School.	Arts Participation + 3 months Arts participation Toolkit Strand Education Endowment Foundation	6
To plan regular Craft Afternoons for pupils and parents to engage in therapeutic activities together.	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. + 4 months Social and emotional learning Toolkit Strand - Education Endowment Foundation +4 months - Parental engagement Parental engagement Toolkit Strand - Education Endowment Foundation	7

Total budgeted cost: £203,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We were delighted with our PP attainment last year. As a school, we out-performed the PP national average in all areas of Reading, Writing and Maths, apart from PP EAL writing at the end of Year 2 and Year 6 (however in both cases, this was linked to just one child).

Challenge Number 1 - Pupil premium pupils have greater difficulties with phonics than their peers.

In 22/23, at the end of Year 1, 78% of all pupils passed the phonics check which was in line with the National Average. 72% of PP pupils passed the phonics check which was higher than the Pupil Premium National Average of 67%.

100% of PP EAL pupils passed the phonics check.

Challenge Number 2 - underdeveloped oral language skills and vocabulary gaps among many Pupil Premium pupils, particularly those with English as an additional language.

In 22/23, at the end of reception, 61% of all pupils achieved their early learning goal in Listening and Understanding and 55% in Speaking. PP pupils outperformed all pupils with 63% achieving their early learning goal in Listening and Understanding and 56% in Speaking.

PP pupils outperformed their peers and the PP national average at the end of Y2 in reading (83% PP /81% All/ 53% PP National). They were in line with their peers for writing but outperformed PP National Average (67%PP/ 69% All/ 44% PP National).

PP EAL pupils outperformed the PP EAL national average at the end of Y2 in reading (100% PP EAL /56% PP EAL National). However, this was just one child and this child did not pass the expected standard in writing.

PP pupils outperformed the PP national average at the end of Y6 in both reading (74% PP /77% All/ 59% PP National) and writing (83% PP/ 89% All/ 57% PP National).

PP EAL pupils outperformed the PP EAL national average at the end of Y6 in reading (67% PP EAL/ 60% PP EAL National); PP EAL was below in writing (50% PP EAL/ 62% PP EAL National). As only 6 pupils were PP EAL, just one more child reaching

the expected standard would have brought us in line with the PP EAL national average for writing.

Challenge Number 3 - Reading attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.

In 22/23, PP pupils outperformed their peers and the PP national average at the end of Y2 in reading (83% PP /81% All/ 53% PP National).

PP pupils outperformed the PP national average at the end of Y6 in reading (74% PP/77% All/ 59% PP National)

Challenge Number 4 - Writing attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.

In 22/23, PP pupils, at the end of Y2 in reading, were in line with their peers for writing but outperformed PP National Average (67%PP/ 69% All/ 44% PP National).

PP pupils outperformed the PP national average at the end of Y6 in writing (83% PP/ 89% All/ 57% PP National).

Challenge Number 5 - Maths attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.

In 22/23, PP pupils outperformed their peers and the PP national average at the end of Y2 in maths (92% PP/ 81% All/ 55% PP National).

PP EAL pupils outperformed the PP EAL national average at the end of Y2 in maths (100% PP EAL /60% PP EAL National).

PP pupils outperformed the PP national average at the end of Y6 in maths (83% PP/ 86% All/ 58% PP National).

PP EAL pupils was in line with the PP EAL national average in maths at the end of Y6 (67% PP EAL/ 67% PP EAL National).

Challenge Number 6 - Our discussions with pupils and families have identified a lack of enrichment opportunities for many of our PP families.

In 22/23, pupils had access to a range of wider opportunities during the school day which all PP pupils took part in. If these took part off-site, PP pupils also attended as their contributions were subsidised by the school to allow them to take part. Enrichment opportunities have included:

Pantomime, Mental Health Week, Reception Class to Tanglewood, Y1/Y2 Cannock Fire Station, Y3/4 National Space Centre, Y5/6 RAF Cosford; Residential Visits to

Kingswood (Y2), Dunfield (Y3/4), Llandudno (Y5/6), Sports competitions at Aldersley Leisure Village, Bikeability (Y4) to name but a few.

Extra-curricular clubs have included – lego, computing, dance, knitting, Wild Tribe, multi-sports, dodgeball, football and science club.

140 pupils attended clubs in 22/23, of which 83 pupils were Pupil Premium (59%).

Challenge Number 7 - Emotional well-being, social and behavioural needs impact upon a child's ability to learn well.

Alongside whole school strategies that support emotional wellbeing such as the Zones of Regulation and a behaviour policy supported by emotion coaching and restorative practice, PP Pupils who needed additional support and intervention in 22/23 had access to the SEND and pastoral team, who led interventions to develop their resilience, self-confidence and self-esteem.

SEMH interventions – 15 pupils attended in house SEMH interventions, 79% of who were PP pupils. All children improved their self esteem and resilience, gained more independence and began to engage more positively in class. Each child improved their score on the Stirling Wellbeing Scale. Children now go to a key adult to talk to and feel that they have the tools to move within zones of regulation more independently. One child needed more specialised support - this was implemented and continues to take place in the current academic year 23/24.

As a school we are on target to achieve the outcomes of our strategy. We continue to work on Boys Writing as a whole school priority, particularly for our growing number of EAL children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths Premium Resources	White Rose Maths
Read Write Inc	Oxford Owl
TT Rockstars	Maths Circle Ltd