

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Archbishop Benson Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	88 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	05 December 2023
Date on which it will be reviewed	05 December 2024
Statement authorised by	Helen Giblett
Pupil premium lead	Holly Taylor-Browning
Governor / Trustee lead	Matt Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,470
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,230

Part A: Pupil premium strategy plan

Statement of intent

'I can do all things through Him who strengthens me' (Philippians 4:13)

At the heart of Pupil Premium is the importance of achievement for the life opportunities of our children. Our shared understanding and passion for this, along with our school motto

'With fun and learning, hand in hand, all things are possible.'

help us, with the best intent, to plan provision and content and provide a consistent richness of experience across the school for all Pupil Premium and Vulnerable pupils.

We strive to teach and support our Pupil Premium and vulnerable pupils in a way that reflects our shared purpose and Christian ethos, as well as encompassing our school values of Respect, Creation, Fellowship, Wisdom and Hope.

At Archbishop Benson C of E school, we ensure that teaching and learning opportunities meet the needs of all of our pupils. It is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We ensure that the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, are looked after by the local authority or are children of armed service personnel. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and Pupil Premium funding will be allocated to individual pupils, groups and classes and whole school approaches where needs are identified. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy seeks to close the gap in early reading development to enable all pupils to access teaching and learning throughout their time at school and to develop a love of reading. We recognise the importance of cultural capital and our curriculum reflects the lived experiences of our pupils, with opportunities for all pupils to develop their knowledge and skills from first-hand experiences in and out of school.

Our strategy is also integral to wider school plans for education recovery, including targeted support for pupils whose education has been worst affected by the onset of the Covid pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- focus on the improvement of the well-being of our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Monitoring, assessments, observations, and pupil conferencing indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Transition meetings with Preschool and Early Years providers identifies lower than ARE attainment in the Prime Areas of learning prior to starting to school.
2	Monitoring, assessments, observations, staff and pupil conferencing suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Disadvantaged pupils progress can be slower than that of non-PP and early identification of pupil need will support intervention planning and implementation.
3	Internal and external (where available) assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years (2020-2021, 2021-2022, 2022-2023), between 72-94% of our disadvantaged pupils arrive below

	age-related expectations compared to an average of 43% of other pupils. This gap remains steady to the end of KS2.												
4	<p>Our monitoring, assessments, observations, and pupil conferencing indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>												
5	<p>Our monitoring, assessments, observations, and pupil conferencing and families have identified social and emotional issues for many pupils, notably pupils who have not had quality social or peer interactions during the pandemic and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>School have identified that are 29% pupils currently require additional support with social and emotional needs and are classed as vulnerable. 49% of Vulnerable pupils are PP and receiving an intervention. 66% of all PP pupils are currently receiving small group interventions.</p>												
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils.</p> <p>7.5% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <table border="1"> <thead> <tr> <th></th> <th>Whole School</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>96.17%</td> <td>92.45%</td> </tr> <tr> <td>2021-2022</td> <td>94.09%</td> <td>93.13%</td> </tr> <tr> <td>2022-2023</td> <td>94.60%</td> <td>92.47%</td> </tr> </tbody> </table>		Whole School	Pupil Premium	2020-2021	96.17%	92.45%	2021-2022	94.09%	93.13%	2022-2023	94.60%	92.47%
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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 oral language skills and vocabulary among disadvantaged pupils.	Monitoring, assessments, observations, and pupil conferencing observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evidenced through 'Talk for writing'. Evidenced through Voice 21 Oracy assessment Framework.

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/2025 will show that more than 62% of disadvantaged pupils met the expected standard which will be above national average.</p> <p>Continue to close the attainment gap between PP and non-PP in reading.</p> <p>Improvement in phonics screening results with 90% of Year 1 pupils meeting the threshold for the assessment in 2024/25 with more 71% of PP achieving this.</p> <p>Rigorous planning and approaches for teaching reading. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and lesson drop ins.</p> <p>Developing a love of reading and a positive link with home through parent and pupil voice.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Boxall Profile's identify focus pupils. Planned interventions support whole class, small group and individuals.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% to no more than 5.5% • additional support in place to facilitate persistent absents and punctuality for the most disadvantaged

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: **£39,278**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Formative assessment and Pop process with further Chris Quigley training.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Our EoY assessments identify the need to accurately assess and monitor attainment and progress. Changes to assessment have seen further accuracy to support planning and next steps for pupils.</p> <p>Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.'</p> <p>Department for Education (publishing.service.gov.uk)</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	<p>1</p>

<p>consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Our observations of oracy skills and the impact this has on pupil involvement in lessons, as well as cognition and learning, has led to continuing to implement oral language interventions.</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. A focus on supporting lower attaining pupils through high quality and continually developed teaching.</p> <p>Read Write Inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>We have seen the gap begin to close for our most disadvantaged through using this approach and will therefore continue to invest in this.</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Development of a new whole-school approach with new resourcing and training to support this.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educa-</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):</p>	5

<p>tional practices and supported by professional development and training for staff.</p> <p>Purchase of Jigsaw PSHE programme</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>At our school, we have seen the levels of the number of children who have SEL needs increase in recent years. The use of an incremental programme to support continual development throughout the school journey will benefit our pupils.</p> <p>Continuing the success of Jigsaw, we are further developing other aspects of the programme, to include developing children’s resilience and our work with families.</p> <p>Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL</p>	
<p>Improve well-being of pupils through quality art based learning and therapy activities with a focus on SEL</p> <p>Training for a teacher to run and support TA’s in running focused art-based clubs.</p>	<p>There is strong TIS and Motional evidence that Arts participation supports the SEL and well-being of pupils which positive impact on their core learning. It can occur as part of the curriculum or as an extra-curricular activity.</p> <p>EEF Arts Participation / Toolkit Strand / Trauma Informed Schools: The Adverse Childhood Experiences study, (ACE study)</p>	5
<p>Secure subject leadership in Reading and Writing in line with DfE and EEF guidance</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in KS1 Improving Literacy in KS2</p>	3
<p>QFT – staff audits, teacher to teacher coaching, evaluation of best practise and effective T&L approaches, effective planning and Blue-Sky Days</p> <p>Metacognition approaches.</p>	<p>EEF guidance suggests that metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4

	<p>Staff audits and monitoring identified the need to improve the consistency in staff's delivery of QFT for all pupils, to impact our most disadvantaged.</p> <p>Making best use of teaching assistants document.</p>	
<p><u>Learning environments</u></p> <p>Literacy and Maths trolleys/resource station</p> <p>Resources – History, Geography,</p>	<p>Special Educational Needs in Mainstream schools – 5 A Day Principle Education Endowment Foundation EEF</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4

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

Budgeted cost: **£41,722**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue Voice 21 Oracy project to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://voice21.org/understanding-oracy/</p>	1, 4
<p>Wave 1 and 2 interventions</p> <p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2

<p>who require further phonics support.</p> <p>This will follow on from RWInc phonics sessions in the form of phonics tutoring</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>HLTA employed for working with groups or 1:1 disadvantaged pupils to close the gaps and develop opportunities for pupils to make accelerated progress.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Specialist Speech and Language provision from a registered SAL Therapist to develop the oracy of pupils with identified SAL needs who do not meet the NHS threshold</p>	<p>Oral language interventions have a huge impact on the academic attainment of pupils who have lower oracy skills. Research identifies this as a valuable way to support learner's use of vocabulary. Oral language interventions / EEF / Literacy Toolkit</p>	2

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

Budgeted cost: **£55,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Further implementation of new behaviour policy. Follow up training for all staff.</p> <p>Character Education with a focus on Benchmark B.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training (e.g. attendance safe guarding briefings) and release time for staff to develop and implement new procedures in accordance with the develop the new role of the Deputy Head teacher and the Inclusion Manager to work alongside the EWO to track and respond to trends and variations in attendance. First aid in the curriculum.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Development of Pupil Premium and Disadvantaged Half Term Sports club funded by the school. We recognise that for some of our most disadvantaged pupils school can be a very challenging place. The development of a sports club offers those children and their families an additional positive link with school, which will impact on their academic attainment.</p>	<p>There is some evidence to suggest that physical activities have important benefits in terms of health, wellbeing and physical development which in turn benefits the core academic attainment of pupils, particularly in literacy and mathematics.</p> <p>Physical activity / EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Inclusion team TA's working to support the mental health and wellbeing of our most vulnerable and disadvantaged pupils as well as a focus on their academic attainment and progress.</p>	<p>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:</p>	5 4

<p>Inclusion lead 1x day a week Inclusion HLTA 1x day a week</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Boxall Profiling update training for staff – social and emotional learning to support whole class and groups</p>	<p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Meet and Greet Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning. Senior leader meet and greet (HT and DHT) every morning and afternoon on the gate. +2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.</p>	<p>Meet and Greet Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning. Senior leader meet and greet (HT and DHT) every morning and afternoon on the gate. +2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.</p>	4, 5
<p>Development of lunchtime provision. Play-pod resourcing and training. Review of lunchtime set up and schedule with development of pupil sports leaders and lunchtime buddies.</p>	<p>Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p>	4, 5
<p>Subsidised residentials and significant trips. Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities. These wider curriculum experiences form a key part in our curriculum that seeks to broaden children’s cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to</p>	<p>Subsidised residentials and significant trips. Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities. These wider curriculum experiences form a key part in our curriculum that seeks to broaden children’s cultural capital. By providing financial sup-</p>	

attend residential and educational visits.	port to all disadvantaged families we ensure that all pupils have the opportunity to attend residential and educational visits.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised due to higher levels of SEMHC developing within the schools demographic and further focus needing to be planned in this area.

Disadvantaged pupils current attainment for the last academic year:

Measure	End of KS1 Attainment from SATs	End of KS2 Attainment from SAT's
Reading		
% at expected+ attainment in reading	60%	78%
% at greater depth in reading	10%	22%
Writing		
% at expected+ in writing	60%	45%
% at greater depth in writing	20%	6%
Mathematics		
% at expected+ in mathematics	70%	72%
% at greater depth in mathematics	20%	6%

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

Phonics screening results for last academic year:

73% of PP pupils passed the phonics screening compared to 86% of non-PP and compared to the full cohort of 83%. Further training and development of the RWInc tutoring session will further support us in closing the gap between PP and non-PP pupils over the next academic year.

EYFS: 43% EYFS PP pupils achieved a Good Level of Development at the end of the academic year compared to 63.3% of the total cohort. This is something which we will focus on next year, with a particular focus on Communication and Language as we as writing.

	All pupils	Disadvantaged pupils
2020 - 2021	96.17%	92.45%
2021 - 2022	94.09%	93.13%
2022 - 2023	94.60%	92.47%

At times when pupils were expected to attend school, absence among disadvantaged pupils was 3.72% higher than their peers. This gap is why attendance is a focus of our current PP plan. During 2022-2023 the provision in place to support attendance helped to begin to close the gap. We were seeing a steady increase in PP attendance, with an increase of 2.23 over 3 years. There was a drop during the Summer term after an increase in the Spring term last year. This will remain a focus for us moving into the next academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the previous academic years and it was not possible to completely resolve this in two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, introducing Boxall profiling to support a better understanding of individual and class needs and targeted interventions where required. We are continuing to building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired a PP HLTA for an afternoon a week dedicated to the emotional wellbeing and for 2 other half days a week dedicated to the academic achievement of service children. They help pupils create 'photo books' as gifts for their families who may be deployed, and are going to make photo journals to stay connected to their deployed parents and remember positive times when the family were and will be together again.</p> <p>Collaborative learning approaches Toolkit Strand Education Endowment Foundation EEF</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to continue to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We plan to review our evaluation framework over this academic year to ensure we have a robust and secure framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.