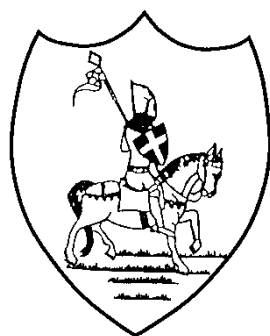


**Howes Community Primary School
Pupil Premium Strategy 2022-2025
Annual Review 2024**



Pupil Premium Strategy Annual Review

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

It reviews our pupil premium strategy and the impact that this has had on our disadvantaged pupils for the first year of the three-year strategy.

School overview 2024-2025

| Detail | Data |
|---|-------------|
| Number of pupils in school (excluding Nursery) | 152 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers | 3 |
| Date the PP strategy statement was published | 30.9.2022 |
| Date on which it will be reviewed then annually until 30.9.25 | 30.9.24 |
| Statement authorised by Headteacher | Zoe Cook |
| Pupil premium lead | Zoe Cook |
| Governor lead | Anita White |

Funding overview for 2024-2025

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £65120 |
| Recovery premium funding allocation this academic year | N/A 2024/2025 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | N/A |
| 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> | £65120 |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance and Punctuality |
| 2 | Attainment in Reading, Writing and Maths |
| 3 | Progress in Reading, Writing and Maths |
| 4 | Oracy skills and lack of vocabulary acquisition |
| 5 | Mental Health & Well-Being / Social and Emotional |
| 6 | Phonics and Early Reading |
| 7 | Lack of extra-curricular opportunities |
| 8 | Parental Engagement |

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 |
|--|---|
| <p>1 Attendance and Punctuality</p> <p>Disadvantaged children's attendance will increase in-line with national average</p> <p>Disadvantaged children will increase their punctuality and arrive in school prior to 8.55am daily in-line with all children in school</p> | <ul style="list-style-type: none"> • Robust attendance monitoring by SLT and pastoral • Provide additional early morning support and opportunities beyond academic needs for specific individuals to encourage personal development and encourage a positive transition into school. • Provide weekly/termly intra-school competitions for class attendance awards and individual 100% attendance awards. • Celebrate through weekly and termly incentives including Early Bird and attendance awards • Targets to be set for poor attenders and half-termly parental meetings • SLT to monitor gates and promote positive attendance and punctuality |

- Opportunities for children to attend Breakfast club to support attendance and punctuality

Review 2022-2023

At the end of academic year 2022-2023, the whole school attendance remained the same as the previous year at 92.2% which was 1.6% less than national.

Disadvantaged children's attendance was 90.3% which was a 1.1% increase on the previous year and 1% lower than national. Therefore, there has been a slight increase in attendance for disadvantaged children.

Processes and procedures to monitor and track attendance has significantly improved this year and it has become a whole school priority within the SDP, but also across school for children and staff. Children understand the importance of being in school and enjoy the collective awards and rewards that they can receive for positive attendance. Opportunities for children to come to Breakfast club have had a positive impact on individual children's attendance.

Regular contact with parents to encourage improved attendance have taken place and targets set for those who have attendance less than 90%. As a school, we will be following the attendance matters guidance by the Local Authority.

In a recent safeguarding review, we were informed that we were doing the role of Early Help but not identifying it as an Early Help process, so we will look at how this can change in 2023-2024. We will also tighten the authorisation for absence of leaves and submit the process for Fixed Penalty Notices more robustly. Reducing the number of persistent absences is a high priority for next year as this is having a significant impact on attendance and more importantly on the impact to the children's education.

Review 2023-2024

Whole school attendance at the end of academic year 2023-2024 was 92.6% which was marginally improved upon the previous year by 0.6% and was less than national by 1.6%. Children in receipt of the Pupil Premium Grant's attendance was 91.1% which was 1.5% lower than the whole school which was a slight increase on 2023-2024. National data was 91.8% which showed a difference of -0.7%.

During our recent inspection, the school's practice for attendance procedures was recognised as good, although the number of children who were persistently absent was high. However, it was also recognised that all processes and opportunities offered to support increased attendance were good.

A more robust analysis of attendance data is required to support families further with persistent absences and an attendance audit has been arranged to identify any areas that could be improved. There have been some examples of increased attendance for individual families which have been celebrated.

Attendance is still a whole school priority and will continue to be.

| | |
|--|--|
| <p>2 Attainment in Reading, Writing and Maths</p> <p>The attainment gap between disadvantaged and all children in Reading, Writing and Maths across all year groups in school including EYFS will decrease. Attainment to be in-line with the national average.</p> <p>3 Progress in Reading, Writing and Maths</p> <p>The expected levels of progress in-year for disadvantaged children in comparison to all children will increase and they will make accelerated progress from end of key stage data within their Primary School years.</p> <p>KS2 progress measures to be 0 or above.</p> | <ul style="list-style-type: none"> • Improve the quality of provision, teaching and learning across school including EYFS • Re-structure planning and collaborative assessments to support children's development in EYFS • Increase opportunities for children to revisit and/or challenge to increase attainment across school and in EYFS • Ensure that children have access to resources that can support them across all areas of the curriculum • Staff CPD to support pedagogical approaches in all subjects • Data outcome lead to monitor attainment and progress and monitor quality of teaching and interventions across school • Data tracking system to be tailored to meet the school's needs and support in early identification of areas for development including those children with SEND • Tailored support for those children who are disadvantaged and who are SEND • CPD opportunities for staff to ensure the children receive high-quality teaching in all subject areas • Develop the curriculum to ensure that all children can make expected levels of progress or above • Resources available to meet the children needs to maximise their learning |
| <p>Review 2022-2023</p> <p>Analysis of Attainment and Progress across the whole school has shown an increase in comparison to where the children were the previous year and beyond in the majority of year groups and core subjects. End of Key Stage data has showed some improvements in attainment in some areas across school (Key Stage One and Phonics) however progress measures at the End of Key Stage Two were positive in all areas, but specifically in Maths. In comparison to 2021-2022 End of Key Stage Two data, disadvantaged children increased in their overall attainment in Reading and significantly in Writing, but their attainment decreased in Maths. Although in all areas, disadvantaged children attained lower than all children, the difference between disadvantaged and all pupils decreased in each area in comparison to the data from 2021-2022 which shows that the difference is diminishing.</p> <p>A restructured curriculum which is engaging and broad has been developed and investment in resources and support for our disadvantaged pupils is having an impact. A CPD programme is in place in school with all staff increasing their own skills and knowledge to further support the children: this is ongoing which includes working with the</p> | |

English Hub for phonics and early reading, the Maths Hub for Readiness for Mastery and engagement with the DfE Covid recovery programme for Early Years.

Tracking and monitoring all children continues to be of high importance and has improved which enables the analysis from this to inform teaching and learning opportunities across school which will increase the children's confidence and understanding which subsequently will increase data over time.

Review 2023-2024

Attainment at the end of Key Stage Two increased for all children in all areas assessed in 2024. Reading at the expected standard was 73% an increase of 31%. Writing at the expected standard was 69% an increase of 17%. Maths was 65% an increase of 21%. The combined Reading, Writing and Maths was 54% an increase of 24%.

The table below shows the comparison between disadvantaged and all children at the end of Key Stage Two.

| Key Stage Two | School | | | | Local Authority | | | | National | | | |
|----------------------|--------|-----|-----|-----|-----------------|-----|-----|-----|----------|-----|-----|-----|
| | R | W | M | C | R | W | M | C | R | W | M | C |
| All | 73% | 69% | 65% | 54% | 70% | 70% | 71% | 57% | 74% | 72% | 73% | 61% |
| Disadvantaged | 63% | 50% | 25% | 25% | 60% | 58% | 59% | 45% | 62% | 58% | 59% | 45% |

This shows that our children who were in receipt of the grant were broadly inline with the Local Authority and National in Reading and Writing, Further support and strategies must be in place for Maths for 2024-2025. The school is continuing to develop maths mastery and are embarking on mastering number for Early Years and Key Stage One to ensure that children have deep understanding of number.

See tables below comparing disadvantaged children with all children for other statutory assessments.

| EYFS GLD | School | Local Authority | National |
|----------------------|--------|-----------------|----------|
| All | 53% | 63% | 68% |
| Disadvantaged | 50% | 50% | 52% |

| Phonics Year One & Two | School | Local Authority | National |
|------------------------|--------|-----------------|----------|
| All | 72% | 74% | 75% |
| Disadvantaged | 82% | 63% | 63% |

Children at Howes who are disadvantaging are attaining well especially considering some of the children are double or triple disadvantaged.

Work will continue to ensure that all children are significantly challenged for their ability and to support some children who are disadvantaged achieve the Greater Depth Standard. Across the whole school, disadvantaged children are still marginally below in most areas and some significantly. Robust monitoring, support strategies and interventions will be in place to ensure that all children have the opportunity to meet national standards.

4 Oracy skills and lack of vocabulary acquisition

The word gap between disadvantaged children and non-disadvantaged children has a significant impact on children's life chances.

Communication and Language to improve from EYFS throughout school with staff modelling, planning and promoting vocabulary acquisition including the use of back and forth conversation.

- Robust monitoring on entry to school using Language Link
- Robust assessment of children accessing Language Link intervention
- Implement I can Talk in EYFS and Year One whole class and interventions
- CPD for all staff on the importance of language acquisition and understanding vocabulary across all subjects
- Devise tiered vocabulary to support children's vocabulary acquisition
- Ensure that vocabulary is pre-taught to support SEND
- Display to improve vocabulary across school
- Create a quantifiable tracker on understanding of vocabulary
- CPD on how to support children with back & forth conversation skills including in EYFS
- Build self-esteem and confidence and encourage children to listen and respond to others.
- Embed opportunities within the curriculum to use oracy skills outside of the classroom (debates/presentations/performances)
- Early identification of S&L needs by staff and SENCO and increase the number of children supported for SALT
- Increased level of support for disadvantaged children with EAL

Review 2022-2023

Oracy and Vocabulary has played a huge part when designing and developing the new curriculum. The importance of vocabulary acquisition, not only in Early Years, but across the whole school has been a high profile. Each lesson begins with understanding vocabulary and each class has the opportunity in their timetable to include oracy and time to talk. This is something that is integral to a lot of our children, not just disadvantaged children as the school has a high proportion of children with English as an Additional Language or those who have SEND. Further development of the curriculum including Early Years is required,

Analysis from Language Link during 2022-2023 have shown a positive impact using the strategies and interventions that have been used in Early Years. It is imperative that these remain in place and that this continues throughout Key Stage One and beyond where necessary.

The school will be working with Voice 21 for the next two years which will support staff with strategies in ensuring that our children are confident and articulate speakers. This will be disseminated through all classes and will support all children.

Review 2023-2024

Oracy and Vocabulary has continued to be at the heart of curriculum development. A new scheme has been implemented for Art, Computing, DT, History and Geography and we have kept the vocabulary element of these subjects paramount to the lesson structure. Children across school need support in addition to whole class teaching to support language acquisition and as a whole school, this has been a priority from starting school in Nursery or Reception.

Data for all children in EYFS was 59% for communication and language (C&L) at the end of the year whilst 60% of disadvantaged children achieved this. All children on entry to school were assessed and 19% were at the expected development in C&L and 20% of disadvantaged children were achieving the expected development. Children's progress has been steady and both disadvantaged children and non-disadvantaged children are in-line.

The school is in year two of the Voice 21 scheme and this has now been implemented across the whole school. It can be seen across the whole school that there is improvements in how the children are able to articulate themselves during discussions using strategies provided. We are now developing how this can be embedded throughout the whole curriculum giving the children a voice which will increase their life opportunities beyond school life. We will continue to work with Voice 21 and also Coventry Oracy Hub to promote the power of the voice through collaborative work.

5 Mental Health & Well-Being / Social and Emotional

All children will have positive mental health or will be supported with strategies to enable them to manage their own emotions and well-being

- Pastoral lead and dog mentor to work with all children to increase positive mental health
- Staff CPD on mental health and well-being
- Implement the sunshine seat and 5-scale emotional checks
- Engage with other agencies to ensure that the whole child is supported and safeguarded in and out of school
- Interventions in place in school to support self-esteem and self-confidence
- Pastoral lead to support positive family relationships
- Support for children dealing with grief, desertion, or long-term separation

Review 2022-2023

The Pastoral team have worked well with children, parents and staff to promote positive mental health. Many groups have taken place which enables children to have time to talk in addition to small focus groups that specifically support individual children who are struggling at any given time. Staff have undertaken CPD to support specific children who have difficulties regulating their emotions. The pastoral team work with external agencies to ensure that our children are supported in all aspects of their mental health and well-being. School have an open approach to mental health and it is embedded into the curriculum.

Further improvements to occur in 2023-2024 is to train a member of staff as the lead mental health practitioner as well as our lead mental health first aider. In addition, there will be some external provision working with mental health staff who can support the school.

Review - 2024-2025

Roux has continued to have a positive impact on supporting children's mental health which was recognised in the Ofsted report. Staff have been supporting children with emotion coaching and supporting children with SEMH needs. The pastoral lead has commenced her training as Mental Health Lead and the school are awaiting confirmation to work with the Mental Health School's Team which would support us further with referrals, support and training.

Interventions are in place and individualised timetables in place to ensure that children are supported and have strategies to support themselves with dysregulation. Staff work with multi-agencies to ensure that children are supported well. Additional transition support was in place as children moved onto secondary school provision.

Parents/Carers are well supported with a: their own mental health and b: signposted to help their child. The school have supported families through Early Help and are looking at further training to continue to support our families.

6 Phonics and Early Reading

Improve attainment in the Phonics Screening Check (PSC) in year one to the national level and increase attainment in PSC resits in year two.

Any phonetic gaps for children in all Key Stages have been identified and plugged so that all children have strategies to read. Additional teaching approaches and interventions to be in place for those children who have been unable to decode words using phonics.

- Quality CPD and support is provided for staff to be able to deliver high quality phonics lessons
- Quality CPD and support is in place to use the phonics scheme
- Phonic Lead/SLT to monitor all teaching to ensure high quality provision for all
- Purchase and subscribe to DfE approved phonics scheme
- Staff to observe outstanding phonics teaching
- Resource phonic books that correspond to phonic ability
- Purchase resources and monitor that they are effectively being used in lessons
- Create tracker to monitor progress with quantifiable data to show impact
- Ensure that the provision is tailored to the child's need including intervention
- Identify children across school who require intervention
- Staff CPD on precision teaching
- Purchase relevant books
- CPD listening to readers
- CPD on reading to/with children
- Implement a school Book club

Review 2022-2023

Phonics and Early Reading have been a high priority in school this year and will continue to be as it is imperative that all children are able to read to access the full curriculum and succeed. Phonics data and reading in Key Stage One increased in 2022-2023 and although still below national, there was significant increase in school. This wasn't seen with disadvantaged children's attainment in phonics which was well-below when compared with all children. The phonics scheme which has been implemented in school this year has improved attainment and engagement as it has been embedded throughout the year and additional approaches have been taken to ensure that a more robust approach tracking and monitoring is in place which focuses on blending and GPC ensuring that catch up sessions are more purposeful and effective. As the school has now got a whole class approach to phonics teaching, the Keep Up approach will be in place in addition to catch up. The school will be working closely with the English Hub to ensure that further improvements are made.

The school has invested in resources which have assisted in the increased engagement of pupils and parents in supporting the teaching of reading. The school have created a new reading programme linked to the phonics books which is supporting reading skills alongside decoding.

Continuing work is required to improve the phonics data of children in Year One and Year Two and remains as a whole school focus.

Review 2023-2024

Phonics data in year one and two increased on the previous year. Year one increased by 12% and year two by 50%. The combined data for year one and two was 72% and in-line with national. Year One was just below national. However data for the disadvantaged children in these assessments were above the school's and also national which is outstanding.

See tables below:

| Phonics Year One | School | Local Authority | National |
|------------------|--------|-----------------|----------|
| All | 74% | 78% | 80% |
| Disadvantaged | 83% | 69% | 68% |

| Phonics Year Two | School | Local Authority | National |
|------------------|--------|-----------------|----------|
| All | 67% | 57% | 55% |
| Disadvantaged | 80% | 49% | 49% |

| Phonics Year One & Two | School | Local Authority | National |
|------------------------|--------|-----------------|----------|
| All | 72% | 74% | 75% |
| Disadvantaged | 82% | 63% | 63% |

The improvements in the teaching of phonics this year have been phenomenal. Staff have had training, and the teaching is of a high standard and is consistent. This has been evident within reading sessions which have used strategies to support de-coding, vocabulary and comprehension. This has also had significant impact on children's fluency.

Next year, the school is implementing a fluency scheme to support children from the end of the phonics scheme to improve fluency, prosody and comprehension. This will have

the same consistent approach as the early reading. Reading has become a strength of the school and has been recognised by The English Hub.

7 Lack of extra-curricular opportunities

All disadvantaged children have accessed extra curricular clubs and have had opportunities within school to participate in school events. All disadvantaged children have attended trips and residential trips to further their experiences and opportunities.

- Places to be available at Breakfast club to support attendance and behaviour issues
- Places to be available to disadvantaged children for all extra-curricular clubs
- Monitor and ensure opportunities are delivered within the school year for all children to experience extra-curricular events
- Opportunities for disadvantaged children to participate in extra-curricular experiences within the school day
- Trips and residential trips to be offered to all disadvantaged children

Review 2022-2023

Extra-curricular activities increased across the whole school in 2022-2023, both during the school day and after. 81% of all pupils accessed clubs across school and 71% of disadvantaged children attended one or more clubs. The variety of clubs range from Taekwondo, Crochet, Football to Forest school with many in-between that cater for the interests of most children. School has embedded opportunities for many trips and experiences within the school curriculum so that all children can develop their knowledge of the world and their cultural capital. Support and reductions are given to parents and no child misses engaging with these activities.

Breakfast clubs and after school clubs have been offered to our disadvantaged children to support families and have been well-received.

This will continue to be a focus to support families for the remainder of the strategy.

Review 2023-2024

Extra-curricular activities continue to be an integral part of the holistic education accessed by the children at Howes. Clubs include sports clubs such football, Taekwondo and dance, social skills clubs and craft clubs such as Forest Schools, Knit and natter, Lego club and educational clubs such as homework club and Bilingusing. Clubs are accessed by children in Years 1-6. 74% of all pupils accessed clubs across school and 65% of pupil premium children attended one or more club. 71% of Pupil Premium children in KS1 attended 1 or more club and 62% of Pupil Premium children in KS2 attended 1 or more club.

School has embedded opportunities for many trips and experiences within the school curriculum so that all children can develop their knowledge of the world and their cultural capital. Support and reductions are given to parents and no child misses engaging with these activities.

Breakfast clubs and after school clubs have been offered to our disadvantaged children to support families and have been well-received.

This will continue to be a focus to support families for the remainder of the strategy.

| | |
|--|--|
| <p>8 Parental Engagement</p> <p>Parents engage with school positively to support their children to succeed.</p> | <ul style="list-style-type: none"> • Positive Parenting coaching groups • Academic parent workshops on how to support children at home • Academic parent workshops for English and Maths • Digital support for parents • Parent breakfast book club • Pastoral Lead to support with family relationships • Pastoral Lead to support with working with external agencies |
| <p>Review 2022-2023</p> <p>Our parental offer for all our families has increased this year and parental engagement has increased. Academic workshops have increased however we are not always reaching all the families that could benefit from some of the events the school has had on offer so this partnership needs to be stronger and developed further next year.</p> <p>Pastoral work supporting our families has been excellent and well appreciated by all those who have received it.</p> <p>We have had two successful positive parent workshops held in school with all parents completing the course 50% of those parents were of disadvantaged children.</p> | |
| <p>Review 2023-2024</p> <p>Support for our families continues to be a strength for the school. Academic based workshops have been attended by approximately 10% of our parents. We have had afternoon events where EAL, SEND and LAC families have had the opportunity to meet other parents and also professionals who can support them. This was beneficial to many and well attended. Assemblies and events are well attended and the school has a real community spirit as we all work collaboratively together to support our children.</p> | |

Activity in this academic year 2024-2025

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: £6500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD for Phonics and Spelling and Fluency | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 2, 3, 6 |
| CPD for Oracy and cover Voice 21 | <p>Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p> | 2, 3, 4 |
| CPD for EYFS Inc Talk Boost | <p>Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include:</p> <ul style="list-style-type: none"> communication and language activities; play-based learning; interactive story-book reading, physical and creative activities, and support for parents to encourage learning at home | 2,3,4,6,8 |

| | | |
|--|---|---------|
| | https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years?utm_source=/guidance-for-teachers/early-years&utm_medium=search&utm_campaign=site_search&search_term | |
| Leading Curriculum Development and opportunities | Continuous development of the curriculum to ensure that all children can access and show progression is essential to improve all attainment, show individual progress and increase experiential learning with opportunities. | 2,3,7 |
| SEND CPD | Children from disadvantaged backgrounds are less likely to be identified with SEND needs and therefore level of need and support is delayed. https://www.cypnow.co.uk/news/article/disadvantaged-children-missing-out-on-send-support | 2,3,4,6 |
| CPD Maths pedagogy – DfE Mastery Readiness | Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. This leads onto being able to master and understand mathematics. | 2,3 |

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

Budgeted cost: £32653

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small targeted phonics and fluency groups | 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 with interim assessment points https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2,3,6 |
| Targeted 1:1 Phonics interventions | Intervention and therapies 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: | 2,3,6 |
| Targeted interventions for | Standardised tests provide insights into strengths and areas of development for individual pupils and whole | 2,3 |

| | | |
|--|--|-----|
| Reading, Writing and Maths | cohorts. Diagnostic QLA provide focus for interventions or whole class work. | |
| Language Link and I can Talk Interventions | The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/oral-languageinterventions | 4 |
| Speech and language Therapy | Intervention and therapies 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ | 4,6 |

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

Budgeted cost: £32653

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|--|-------------------------------|
| Boomerang and emotional regulation | Social, emotional support is proven impact on wellbeing https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/behaviour-interventions | 5 |
| Breakfast Club | As we are ineligible for specific offer, evidence base is underpinning our move to introduce a free breakfast club for some children to support attendance and support family situations. | 1 |
| After School Club Activities | As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/physical-activity | 7 |

| | | |
|--|---|---------|
| Pastoral Team Interventions including Dog Mentor Therapy | Supporting children's emotional well-being and mental health including use of the school's dog mentor https://www.thedogmentor.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 5 |
| Incentives for attendance | Engaging parents and children to get to school early using incentives and competitions https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 1, 5, 8 |
| Residential/Trip Funding | Research and case study shows residential trips have a positive impact on Primary age children. https://insight.cumbria.ac.uk/id/eprint/5241/1/Learning%20Away%20Comparative%20Research%20Study%20Final%20CL.pdf | 7 |
| Parental Workshops | Working with parents is proven to be high impact lost cost strategy for closing the gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 8 |

Total budgeted cost: £65095