



Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	SET Felix Primary School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Jess Hearn Headteacher Sapientia Trust
Pupil premium lead	Helen Hockley
Governor / Trustee lead	Robert Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,000
Recovery premium funding allocation this academic year	0
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	£157,000

A: Pupil premium strategy plan

Statement of intent

Vision

‘We believe in each and every young person’.

Seckford Education Trust is committed to ensuring each and every student eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers.

We aim to:

- Draw on research evidence and evidence from our own experience to direct funding to an offer that is most likely to maximise achievement;
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels;
- Minimise potential barriers to learning and thereby maximise progress and achievement;
- Advantage the most disadvantaged students through whole school and sometimes more targeted offer;
- Ensure all students eligible for the pupil premium make outstanding academic progress and achieve beyond expectation;
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent;
- Ensure we recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of students the school has legitimately identified as being socially disadvantaged;
- Ensure parents and carers of disadvantaged children understand they can make a positive contribution to their children’s achievement across the SET schools by working alongside their school in harmony and recognising that parent and carer involvement makes a difference.

Strategy for 2023-24

This is to:

- Close the attainment and progress gap between disadvantaged students and their peers as measured by Attainment at the expected standard (national vs non-disadvantaged) and final outcomes vs targets set in line with ‘Fischer Family Trust 5’;

- Enhance students’ cultural literacy and wider enrichment opportunities (evidence base to include: stakeholder surveys; attendance rates).

Whilst support for students will be personalised, there are three broad areas that will underpin our work and deployment of the pupil premium. These will be professional development, targeted academic support and wider support strategies.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils are not at age related level and have conceptual gaps or misconceptions including pupils with complex and moderate learning needs.
2	Assessments, observations, and discussions with pupils 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.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	In some cases, learning skills may need developing, e.g. organisation, commitment, resilience
5	Our attendance data 2022-23 indicates that attendance among disadvantaged pupils was 4.1% lower than for non-disadvantaged pupils. 30.7% of disadvantaged pupils have been 'persistently absent' compared to 28.9% of their non disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and this is on the rise.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 30 pupils (19 of whom are disadvantaged) currently require additional support with social and emotional needs.
8	Our observations and discussions with pupils and families, have identified financial barriers to enrichment possibilities (including trips and enrichment),

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
<ul style="list-style-type: none"> • To ensure expectations are high for all pupils through high quality first teaching 	<ul style="list-style-type: none"> • Focused CPD plan implemented for teaching staff and support staff • Knowledge and vocabulary rich curriculum • Quality assurance plan demonstrates high expectations for all • SLT/middle leaders/Trust Leads have an impact on the quality of teaching and learning
<ul style="list-style-type: none"> • To have accurate assessments, through AFL, of the pupils and identify and work on closing the gaps 	<ul style="list-style-type: none"> • Success implementation and use of Arbor for recording assessment • Planning takes into account daily AFL informed for marking and feedback • Focused and targeted interventions following on from lessons informed by AfL

	<ul style="list-style-type: none"> Teachers will use formative assessment to identify gaps and adapt their teaching to address this (including the use of NTS gap analysis)
<ul style="list-style-type: none"> To aim for all disadvantaged pupils will meet the national figure for attendance and persistent absence 	<ul style="list-style-type: none"> Headteacher and attendance officer tracking attendance and targeted support put in place Figures for attendance and persistent attendance are in line with the national figure
<ul style="list-style-type: none"> To support the mental health and well being of the children including following on from the impact of COVID 19 	<ul style="list-style-type: none"> ELSA used to support the children in small group interventions Pastoral team supporting children with mental health Pastoral team supporting children with social and emotional aspects Level 2 support Forest School Suffolk Young Carers support Play Therapy Implementation of Lego Therapy Instrumental lessons Rocksteady Music band lessons
<ul style="list-style-type: none"> To provide financial assistance for disadvantaged pupils to access enrichment opportunities 	<ul style="list-style-type: none"> Disadvantaged children can access after school clubs, wrap around care and trips Enrichment activities planned for all to enhance the curriculum for all Half termly enrichment days for all Educational visits and trips planned to enhance the curriculum for all Families have access to the Pastoral Support team Year 6 residential subsidiary
<ul style="list-style-type: none"> For pupils to show improved resilience, organisation and commitment 	<ul style="list-style-type: none"> ELSA used as part of the pastoral support on offer Forest School Lego therapy Pastoral team supporting children with learning behaviours in class and out of class when needed
<ul style="list-style-type: none"> To ensure all children have access to a knowledge and vocabulary rich curriculum 	<ul style="list-style-type: none"> To provide speech and language opportunities throughout the curriculum Lessons are focused on key vocabulary and the key learning is clear Children are developing key writing skills through extended writing opportunities in the curriculum Embedded reading culture
<ul style="list-style-type: none"> To provide targeted academic support 	<ul style="list-style-type: none"> Additional opportunities are provided to support children with their learning at home including the use of TTRS, RWI, Numbots For staff to support targeted Year 6 pupils in relevant areas 1:1 or in small groups Extended school day for Year 6 pupils Targeted sessions 9-9.25 for phonics or maths/English development
<ul style="list-style-type: none"> To create wider opportunities for pupils to have additional opportunities for learning 	<ul style="list-style-type: none"> Structured morning sessions at 8.45am to continue grammar, phonics, comprehension, reading, maths number bonds and times tables (maths boards, TTRS, flashbacks from WR) Children access enrichment half termly and this provides new learning skills Educational trips and visits are planned in termly in every class 1:1 and small group instrumental teaching - piano, guitar and nuvo toot Rocksteady Music band tuition Small group instrument teaching - violin Disadvantaged children can access after school clubs and trips due to the financial support available if needed Gym trail sessions to further develop children's functional gross motor skills Year 6 residential Crucial Crew for Year 6 Breakfast club on offer for all children daily from 8.00am Families have access to the pastoral team Lunch club Focused pastoral support for the children with parent/carers in the Services or children who are Suffolk Young Carers

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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standards in Maths across all phases will improve and be brought in line with national average, improving outcomes for disadvantaged pupils.</p> <p>Pupil premium children not on-track in Maths are identified and support is in place in order to meet ARE so that they make rapid progress and the gap is narrowed.</p> <p>Purchase for White Rose resources to be embedded from reception to year 6, including the specialist units.</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	1,2,3
<p>Read, Write Inc is embedded throughout the school, reception to year 6 and specialist units, to continue the improvement in end of year reading outcomes</p> <p>-RWI training for all staff -Development Days -Purchase staged reading books for KS2 to support the continuation of RWI -Picture books for Year 1 and SUs</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	1,2,6
<p>-Improving teacher effectiveness in curriculum delivery and assessment will have a positive impact on learning and outcomes for all: -computing -vocabulary and knowledge rich curriculum -All staff understand and track the gaps when assessing in foundation subjects following the agreed school success criteria -A broad, rich curriculum, maintaining high standards in the fundamentals of vocabulary in foundation subjects will bring about catch up for all pupils in reading</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>DfE disadvantaged Pupils Good Practice Report, November 2015 identified the importance of the focus of high quality teaching.</p> <p>EEF states that 'The strongest factor affecting pupils' science scores is their literacy levels. Poor literacy skills can affect how well a pupil is able to understand scientific vocabulary and to prepare and engage with scientific reports. This suggests that strategies to boost disadvantaged pupils' reading comprehension</p>	1,2,3,4,6

	<p>could have a positive impact on their achievement in science too'.</p> <p>The EEF Making Best Use of Teaching Assistants Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>Hallinger (Thailand) and Heck (Hawaii) 'indicated that a critical factor in pupil learning is the quality of leadership' and 'it is widely acknowledged that improving the quality of teaching and leadership are two of the key levers for improving educational outcomes' (Hattie, New Zealand 2003; Leithwood, Canada, et al, 2019).</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family:1,100 words</p> <p>It is important to develop and increase all pupils' vocabularies.</p>	
<p>Standards in writing across all phases will improve and be brought in line with the national average for disadvantaged.</p> <p>-RWI training -Development Days -The Write Stuff - Jane Considine training -In-school training</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> • Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support. • There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>If teachers in the relevant discipline can break these complex activities down into 'fine grained' stages, they'll be more effective in explaining them to their students." "Providing models is a central feature of giving good explanations" Tom Sherrington, Barak Rosenshine 2010</p> <p>"Carefully sequenced and explicit modelling of tasks is more effective than unstructured, naturalistic modelling experience" Krischner and Hendrick et al</p>	<p>1,2,6</p>

	<p>"The curriculum needs to be ambitious. Careful Sequencing will help children to build their learning over time." Development Matters, DfE</p>	
<p>To provide effective TA vocabulary training through high quality CPD</p> <p>-Interventions for vocabulary -Word Aware training - Vocabulary in small groups -Training on language for behaviour and emotions</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family:1,100 words</p> <p>It is important to develop and increase all pupils' vocabularies.</p>	1,2,3,6
<p>To support the white paper and raising the quality of teaching and learning</p> <p>-NPQSL/NPQTL/NPQSL -CPD</p>	<p>At the heart of these ambitions is the need for an excellent teacher for every child in classrooms across England. Improving the quality of teaching is the single most important in-school factor in improving outcomes for children, especially for children from disadvantaged backgrounds and those with special educational needs and disabilities (SEND)</p>	1.2.6,7
<p>Purchase of standardised diagnostic assessments (NTS)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>	1,2,3
<p>SLT to provide focused CPD on information to teach pupils with multi vulnerabilities (SEND and PP) so that teachers understand the needs of all pupils and how best to meet their needs through an appropriately matched curriculum.</p> <p>Mainstream Class Teachers maintain inclusive environments that engage and meet the needs of all pupils.</p>	<p>Scaffolding new learning</p> <p>Challenge higher pupils</p> <p>The EEF states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p>	1,3,4,7
<p>High-quality Child Initiated Learning in the Early Years improves GLD for boys in writing and maths:</p> <p>Motor skills support - gross and fine motor</p> <p>Enhancing high quality interactions and key vocabulary to support ideas for writing. Role play opportunities to promote opportunities for writing and enhancing maths opportunities outside. Small world and loose parts play, large balance scales</p> <p>Write Stuff for EYFS - vocabulary rich</p>	<p>DfE https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</p> <p>A lot of research has focused on the importance of communication and language for children from disadvantaged backgrounds. Several studies have indicated that, if children do not develop sufficient communication and language skills before starting school, this disadvantage persists and affects future attainment.^{Footnote 16} If children do not develop and learn these abilities in their early years, then it has a lasting impact on their educational progress. One in 4 (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age 5. Boys who are eligible for free school meals are much more likely to fall behind in communication and language by the age of 5</p> <p>In a mathematical context, for example, studies have indicated that play is important for encouraging interest and enthusiasm, but that some guided instruction from a teacher is also needed, as this provides structure to the learning.^{Footnote 67} Otherwise, children do not make</p>	1,2,3,4,6,7

	connections between what they are playing with and mathematical ideas.	
To supply training from an Occupational Therapist for teaching staff on how to support in promoting fine motor skill development (with a focus on increasing function and self care abilities).	<p>The EEF states that 'The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.'</p> <p>Gov.uk states 'Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed...Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p> <p>The Role of Occupational Therapy in Functional Literacy, January 2019, The Open Journal of Occupational Therapy 7(1)</p> <p><i>'Occupational therapy's distinct value in functional literacy development is not limited to the promotion and development of isolated skills needed for reading, writing, and communication. Functional literacy skills are intimately tied to occupational engagement and role assumption. Such skills are required to participate in the most basic human activities of a modern day, technological society and must be considered in all activity analyses and syntheses. To ignore functional literacy is to fail to address a critical client factor underlying the thin divide between optimal daily function and deterioration.'</i></p> <p>Life Skills in Occupational Therapy, July 2017, Occupational Therapy - Occupation Focused Holistic Practice in Rehabilitation:</p> <p><i>'The objective of the life skills education is to help children and adolescents to understand themselves, reach personal satisfaction, live life better, and achieve their goals. This education is essential for the personal and academic development of children and adolescents. Therefore, considering of the certain strategies for life skills education may affect the impact of the education.'</i> These strategies include: <i>'Improvement of all teachers, principals, other staff members about the topic of life skills education' and 'Creating the education with a multidisciplinary group such as professionals from schools, public health, and social services.'</i></p>	1,5

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

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create opportunities for pupils to have additional opportunities for maths and English to support them in school and at home	Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.	1,2,3,4,6,7

<p>-TTRS -Numbots -RWI (including home learning) -Myon -Lexia -Accelerated reader (in school)</p>	<p>Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p> <p>Regular practice ensures consolidation.</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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>To ensure the deployment of teaching assistants is effective and provides small group targeted interventions.</p> <ul style="list-style-type: none"> - pre teaching - closing the gap - catch up - attendance focus for targeted intervention 	<p>The EEF Making Best Use of Teaching Assistants Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	1,2,3,4,6,7
<p>To support the fundamental skills which underpin handwriting and literacy, build solid foundations and develop key fine motor skills (EYFS/SU/EARLY KS1)</p> <p>-Intervention https://learnplaynexus.com/product/pegs-to-paper-exercises-for-handwriting-set/ -Occupational Health CPD -Bubble Writing</p>	<p>The EEF Making Best Use of Teaching Assistants Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	1,6,7

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide wrap around care to the children to provide nutrition and support attendance/punctuality</p> <p>-To allow children to arrive from 8.30am and have morning activities from 8.45am in class and resources needed</p>	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance/punctuality. EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. Some evidence suggests that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income</p>	1,5,7

	<p>students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p> <p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>The EEF states that 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today'.</p>	
To support the children socially and emotionally with access to a lunch club for one hour a day	<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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	7
Parent partnership is developed in terms of building parental confidence with staff/curriculum/skills to support their child.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1,2,3,4,5,6,7
To provide pupil premium children with cultural experiences -Once a term with funding provided -enrichment plan	Ofsted require a broad and balanced curriculum which inspires pupils to learn. Social, physical and artistic learning opportunities can be extended into extra-curricular opportunities.	8
To provide financial assistance for disadvantaged pupils to access enrichment opportunities -£100 per FSM children	Ofsted require a broad and balanced curriculum which inspires pupils to learn. Social, physical and artistic learning opportunities can be extended into extra-curricular opportunities.	8
For pupils to show improved resilience, organisation and commitment -Pastoral team -ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF).	1,7
To ensure all disadvantaged pupils will meet the national figure for attendance and persistent absence -Attendance officer -DSL and ADSLs Reduction in the percentage of persistence absences will bring the school in line with National figures Praise programme to motivate and encourage good attendance for all.	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>	5
To support the mental health and well being of the children including following on from the impact of COVID 19 and lockdown -ELSA -mental health lead	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL	4,5, 7

	<p>interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF).</p> <p>Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a close relationship with the teaching assistant.</p>	
To support the Suffolk Young Carers and provide opportunities for support within the curriculum	Being a carer can be rewarding but there can be days where there is just too much going on. Feelings such as anger, mental fatigue, frustration, anxiety, depression, fear, confusion, sadness, loneliness and grief can arise when you least expect it. Receiving some emotional support can help children continue caring during some tough times, helping them to maintain good emotional wellbeing and enjoy the rewards that caring can bring.	7
To help provide pastoral support for the Service pupil premium children	Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.	4, 7
To ensure a School focus on the next steps for year 6, supporting motivation, aspiration and resilience: <ul style="list-style-type: none"> • World of Work • Transition 	<p>Gatsby Benchmark 3 "Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout." 'Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential. This is particularly important for the more than one million young people in England recognised as having SEND.</p> <p>The EEF states that 'Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work'.</p>	4,7,8
To support children with musical peripatetic lessons including group or 1:1 sessions. <ul style="list-style-type: none"> • Music teacher • Rocksteady Music workshops and band sessions • Implementation of string tuition from high school teacher 	"Recent research shows that music lessons, whether instrumental or voice, improve language and reading skills, reading and maths test scores, and executive function skills - all the things schools already want for their students." TES 2022	4.7.8

Total budgeted cost: £157,000

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 2021 to 2022 academic year.

For disadvantaged students, progress and attainment continues to be a focus area for the school. The gap between disadvantaged and non disadvantaged has decreased by 1.9 in reading for KS2 and 0.1 in writing.

CPD in 2022-23, has had an impact on developing teaching and learning throughout the school. This has been focused on implementing 'The Write Stuff' for English, SEND identification and support in class. There has also been a drive in curriculum development with new schemes introduced in science (this year), computing, PSHE and art (this year). Further development in this area was planned into CPD and a focus on 'knowing the curriculum- knowledge and assessment'.

Attendance continues to be a core focus within the school and overall attendance presented in line from the previous year for pupil premium, 91.5% decreasing to 90.9%. Persistence absence increased from 26.1% to 30.7%.

Students were given wider access to opportunities for learning including weekly enrichment, after school sports club, in school sporting events and an enrichment week in July. Year 6 were able to attend a residential for three nights, with the coach cost supplemented and families able to access support if needed. In school support was provided in relation to the breakfast club and initially we extended this initiative to all students from 8am daily, ensuring more children are accessing early morning activities in the classroom 8.45-9.00 and beginning their day with a nutritious breakfast. We then adapted this and set up and staffed a breakfast club 8.00-8.30, with free access to all children 8.30-8.45am to have breakfast.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Through internal reviews and analysis, we changed our approach to supporting social and emotional wellbeing through a new programme with Elsa and continuing to support the school with a pastoral team. Last year, we had three full time Pastoral Support Assistants and a Pastoral Support Manager. The Pastoral Manager was also linked with leading on attendance and supporting increasing this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Numbots and Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Lexia	Lexia Learning
NFER	NFER

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Each child was supported according to their own needs and situation and allowed us to nurture the individual needs of each child.</p> <p>We had a number of pastoral resources to support children pastorally including a play therapist, forest school intervention groups, ELSA sessions, Lego Therapy groups and a pastoral team of four including a Pastoral Support Manager.</p> <p>We are focused on developing this further in 2023-24 with the support of parents and other agencies.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The Pastoral team and other social and emotional interventions supported the children to allow them to be socially and emotionally ready to learn. ELSA sessions supported the child in regulating their emotions, allowing them to apply this in their learning.</p>

Further information (optional)

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

