

Pupil Premium Strategy Statement 2021-2024

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 |
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| School name | Thorpedene Primary School & Nursery |
| Number of pupils in school | 512 |
| Proportion (%) of pupil premium eligible pupils | 52% (264 children @ 25/9/23) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021 - 2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Travis Martinson (Interim Headteacher) |
| Pupil premium lead | Julie Seymour |
| Governor / Trustee lead | Stephen Tollworthy |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £343,380.00 |
| Recovery premium funding allocation this academic year | £5,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | Currently unknown |
| Total budget for this academic year | £348,380.00 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan - Statement of intent

At Thorpedene Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

Our intent is to support the pupils' holistic development by identifying areas of need within their academic progress and also in their personal development.

Our Pupil Premium strategy is carefully planned in line with our intent and high aspirations to ensure that all actions and strategies are clearly linked cohesively to the needs of the groups of pupils within our school.

Our approach to allocating the funding will be as a direct result from data scrutiny, teacher judgements, pupil voice and individual needs identified by our robust pastoral team. The approaches we will implement are all designed to ensure that pupils achieve both academically and practically. We will ensure that pupils are challenged; create timely interventions which are continuously assessed for effectiveness; ensure that all of our stakeholders take responsibility for the continued development of our disadvantaged pupils providing them with aspirations for their future.

Our key principles are:

- To ensure that all pupils receive Quality First Teaching through high quality training and support for staff - to identify and fill the gaps in prior learning. Gaps are identified and targeted through and bespoke interventions
- To raise the percentage of disadvantaged children achieving above age - related expectations in all year groups across the curriculum.
- To raise the attendance of PP pupils in line with school target
- Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
- Parents work collaboratively with the school

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our assessments and observations indicate that the education and well-being 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Pupil's gaps are widely spread across the many areas of the curriculum. The main challenges identified are focused on Phonics and Maths. |
| 2 | Pupils who may have been working at Greater Depth need additional support to maintain their achievement struggling to close the gaps. |
| 3 | Our attendance over the last three years indicates that attendance among disadvantaged pupil has been between 1.54% - 6.24% lower than for non- disadvantaged pupils. 2018 - 19 - PP - 93.64% and NPP - 95.24% 2019 - 20 - PP - 78.82% and NPP - 80.36% 2020 - 21 - PP - 86.82% and NPP - 93.06% 2021 - 22 - PP - 88.9% and NPP - 93.80% 2022 - 2023 - PP - 90.3% and NPP - 95.2%(National for FSM was 88.6%) 2019-20 the school was locked down from March 2020 to June 2020 2020 - 21 the school was locked down from January 2021 to March 2021 |

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| | <p>The government changed the guidelines last academic year that if a place was given to a child who was vulnerable and the child did not attend they would be coded 'C'. The 'C' code affects the attendance of the pupil.</p> <p>Therefore, compare that to the year before where all children's absences in lockdown were coded X which would not make a difference to the attendance.</p> <p>The difference between PP and NPP in 18-19 was 1.60% The difference in 19-20 was 1.54% so there was no real difference compared with the previous year However, the difference in 20-21 was 6.24% and this was mainly due to the change in coding by the government 2022 -2023 PP attendance figures was 1.1% higher than 2021-2022 and this is the first time in four years that the PP attendance exceeded 90%. NPP was 95.2% and PP was 90.3%, giving a difference of 4.9% which is a decrease from last year.</p> |
| 4 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low levels of social skills, self-regulation, confidence and self-esteem. These challenges particularly affect disadvantaged pupils, including their engagement in learning and attainment. Teacher referrals for pastoral support have markedly increased during the pandemic.</p> <p>Many children are currently requiring additional support with social and emotional needs. This is in the form of counselling, small groups and 1:1 support from the pastoral team.</p> <p>Pupils' confidence, self-esteem and ability to regulate their emotions are low.</p> |
| 5 | <p>We have recognised that we need to engage parents and carers in school life to ensure they can provide support for their children at home. Parents are encouraged to play an active role in participating in school events</p> |
| 6 | <p>Through observations and pupil voice it is evident that pupils have spent less time learning in the outdoors or taking part in extra-curricular activities over the last academic year</p> |
| 7 | <p>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. Due to the significant amount of schooling missed and the small uptake of home learning during the pandemic, children have missed extensive amounts of quality first teaching to ensure that the phonics remains on track. The phonics screening results submitted in June 2022 indicate that 51% of pupils have passed. This has increased in 2023 to 71% and we will continue with the new LW programme to improve this figure to more in line with national and pre-covid scores</p> |
| 8 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. The Maths data for the end of year 2023 was 79% at expected or above for NPP and 55% on or above for PP. This indicates a difference of 24%</p> |

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 |
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| Improved reading, writing and maths attainment among disadvantaged pupils. | KS2 Reading, Writing and Maths outcomes show that an increased number of disadvantaged pupils meet the expected standard. |
| Improved handwriting and spelling among disadvantaged pupils | Assessments and observations indicate significantly improved handwriting and spelling skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance is demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being less than in 2022/2023 the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced |

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| To achieve and sustain improved engagement in learning and wellbeing for all pupils in our school, particularly our disadvantaged pupils. | High levels of pupil wellbeing and engagement in learning demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in behaviour incidents |
| Improved phonics skills and knowledge among disadvantaged pupils. | Assessments and observations indicate significantly improved Phonics knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Increased community engagement and range of opportunities for parents to visit the school and take part in activities to enhance their children’s learning will be more readily available. | A significant increase in the number of and frequency of community events for parents/carers to attend Feedback from parents/carers and local community will be positive Parents/carers will feel more confident in supporting their children at home through parent voice and feedback |
| A wide range of opportunities for pupils to take part in active outdoor learning and extra-curricular activity to enhance their lives outside of academia. | A significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

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: £ [84,852.95]

| Activity | Evidence that supports this approach | Challenge addressed |
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| <p><u>Reading – Accelerated Reader</u></p> <ul style="list-style-type: none"> • Accelerated reader subscription to ensure a consistent approach to Reading, engage children in Reading and enable progress tracking Rewards termly • Termly assessments analysed and shared • CPD for staff to engage in Reading <p>2023 – 2024</p> | <p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.</p> <p>Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books.</p> <p>Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.</p> <p>Source: https://educationendowmentfoundation.org.uk/</p> <p>National Literacy Trust ‘Reading for Pleasure – a research overview’ 2006 ‘—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.’</p> <p>The EEF recognises that reading comprehension strategies can improve learning by an additional 5 months across the school year.</p> | 1, 2, 7 |
| <p><u>PP Strategy</u></p> <p>Dedicated staff to ensure the PP funding is spent effectively and reported appropriately</p> | <p>A good Pupil Premium strategy is usually a reflection of good leadership more generally. Heads can appoint a member of their team to oversee the spending as well as making sure that they analyse the students’ data and performance consistently.</p> <p>Source: https://thirdspacelearning.com/</p> | 1, 2, 3, 4, 5, 6, 7, 8 |

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| <ul style="list-style-type: none"> • Pupil Premium Reviews termly • CPD for staff to ensure they understand the needs of the PP pupils • Academy Committee presentations and visits <p>2023 - 2024</p> | | |
| <p>Maths Big Maths programme implemented across the school. Maths groups enable disadvantaged pupils who have significant gaps to reach age related expectations in the first term of the academic year.</p> <ul style="list-style-type: none"> • Implementation of Big Maths to ensure consistency • CPD for staff on teaching and learning in Maths • Ensure resources are relevant and effective in supporting the teaching of Maths | <p>Small-group interventions can be an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.</p> <p>Source: https://www.panoramaed.com/</p> <p>Curriculum progression: the planned and purposeful journey to expertise</p> <p>Research and analysis Research review series: mathematics Published 25 May 2021</p> <p>The evidence presented here supports careful consideration of sequencing and content that makes a mathematics curriculum a guarantee of long-term learning. Useful facts and efficient and accurate methods are ideally paired within a topic sequence. Strategies for solving problem types are then best taught and learned once pupils can recall and deploy facts and methods with speed and accuracy. When planning curriculum content, teachers also need to prioritise ‘forward-facing’ knowledge. This goes beyond important facts of number. It includes the mathematical methods that pupils will take with them on their journey. The ideal aim is for pupils to attain proficiency, not just collective moments of understanding, familiarity or experience. This will help pupils to develop motivation in the subject.</p> | <p>1,8</p> |
| <p>Engagement in English – Reading/Phonics focus</p> <p>Improve the quality of pupil engagement in English - SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – coaching and mentoring</p> <p>QFT</p> <ul style="list-style-type: none"> • CPD for staff – all staff to access National College and undertake a range of courses • Coaching and Mentoring sessions • Good practice sessions to allow staff opportunities to gain strategies from peers • Dedicated Reading Leader to oversee the English Hub project | <p>Quality First Teaching; we want a school where interventions are not necessary for PP children because teaching is of a high enough quality to ensure they make good progress.</p> <p>John Dunford (National Pupil Premium Champion) states that:</p> <p>There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend PP funding on the quality of teaching.</p> <p>https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/</p> <p>Little Wandle Letters and Sounds Revised is based on the same research that underpins the original Letters and Sounds, as well as that found in the Reading framework plus research about the neuroscience of reading by experts such as Daniel Willingham (The Reading Mind, Jossey Bass 2017) and Stanislas Dehaene (Reading in the Brain, Penguin Books 2010 and How We Learn, Penguin Books 2021). There is more research and guidance about Early reading and SSPs in the Reading framework:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> | <p>1, 2, 7</p> |

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| <p>over 2 years providing support for staff, pupils and parents</p> <ul style="list-style-type: none"> • Little Wandle phonics – to ensure a consistent approach and fidelity to an SSP • To ensure that all children are able to access reading books at school and at home | | |
| <p>Enrichment To ensure a range of enrichment opportunities to support the creative curriculum</p> <ul style="list-style-type: none"> • Increased media opportunities and projects across the school to develop engagement in learning and share good practice • Author visits • Theatre shows | <p>EEF research evidence suggests that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The Centre for Media Literacy states that using media to support the curriculum ‘engages students. . . bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.’</p> <p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement.</p> | 2,6 |
| <p>Handwriting</p> <p>Kinetic Letter Handwriting programme The programme has four main threads: Making bodies stronger, Holding the pencil, Learning the letters, and Flow and fluency. Together they enable children to develop legible handwriting that is produced quickly and automatically.</p> <ul style="list-style-type: none"> • Resources to support handwriting evaluated depending on individual needs | <p>Kinetic Letters® is a handwriting programme for use in primary schools and it aims to get children to develop automaticity in handwriting by Year 2 and achieve joining/cursive writing in Year 3. Automaticity is central to Kinetic Letters® because it makes handwriting a valuable tool, rather than a hindrance to learning, benefitting every curriculum area, self-esteem, and engagement with learning.</p> <p>Source: Kinetic Letters</p> | |
| <p><u>Closing the Gap pilot</u></p> | <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</i></p> | 1,2,4,7,8 |

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| | <p><i>This guidance report reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' meta-cognitive skills and knowledge. The report has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.</i></p> <p><i>For example, some teachers think they need to teach metacognitive approaches in 'learning to learn' or 'thinking skills' sessions. But the report warns that metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.</i></p> | |
| <p>CPD</p> <p>To ensure that staff have opportunities to receive up to date CPD in order to deliver QFT and interventions</p> | | <p>1,2,7,8</p> |

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

Budgeted cost: (£116,469.90)

| Activity | Evidence that supports this approach | Challenge addressed |
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| <p><u>Speech and Language</u></p> <ul style="list-style-type: none"> • 1:1 and small group sessions led by S+L support therapist • Use of resources to support language development • Baseline assessments to identify targets for individuals <p>2023 – 2024 update</p> | <p>Young children develop the majority of their speech and language skills in the first three years of life. During this time, this learning influences how the brain develops. Early intervention is critically important because infants, toddlers and preschools have developing brains that are designed to learn communication skills. If there is problem with that development, therapy should be started as soon as possible to take advantage of this period of normal brain development.</p> <p>Source: www.slhunterspeechworks.com</p> | <p>1, 7</p> |
| <p>Bespoke SEND support</p> <ul style="list-style-type: none"> • Training for staff when supporting additional needs • Small group interventions dependent on SEND and SEMH needs • Resources to support individuals <p>2023-2024</p> | <p>The EEF summary of recommendations for the effective use of TAs identifies that TAs can support children by focusing on intensive, structured interventions. The quality of this and the talk to pupils can support the development of independent learning skills.</p> | <p>1,4,6.7.8</p> |

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| <p><u>Tutoring –school-led tutoring budget</u></p> <p>Top up funding for SLT programme funding – see SLT report</p> <p>2023 – 2024</p> | <p>In small group tutoring, the teacher can properly gauge your child’s learning needs, tailor a lesson plan for them, and allow your child to ask questions in a non-judgmental setting. Small groups suit all types of learners Because of the small group setting, it’s easier for the tutor to pinpoint your child’s strengths and weaknesses.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> | <p>1</p> |
| <p><u>Targeted interventions</u></p> <p>Handwriting/Phonics small group support</p> <p>Reading/Comprehension small group support</p> <p>Maths small group support</p> <p>2023-2024</p> | <p>The EEF summary of recommendations for the effective use of TAs identifies that TAs can support children by focusing on intensive, structured interventions. The quality of this and the talk to pupils can support the development of independent learning skills.</p> | <p>1,2,7,8</p> |

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

Budgeted cost: [£147,057.15]

| Activity | Evidence that supports this approach | Challenge addressed |
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| <p><u>Pastoral Support</u></p> <ul style="list-style-type: none"> • Pastoral and Welfare Lead available daily to support parents/families • Provision of uniform • Provision of support for school trips, transportation, basic needs | <p>Pastoral care is omnipresent and touches every part of school life and so has to be felt at all levels of curriculum, teaching, learning and assessment, school organisation, ethos and environment, partnerships and services.</p> <p>Pastoral care that is a living and breathing entity builds community within the school, creates supportive systems and positive relations between all members of the community and promotes a strong ethos of mutual care and concern.</p> <p>Pastoral care can only make a difference when professionals and parents work together so it has a strong inter-agency requirement with timely communications between key workers, relevant organisations and families. Source: https://freedomtoteach.collins.co.uk/effective-pastoral-care/</p> <p>The reports clearly highlight the impact that the National School Breakfast Programme has already achieved to support the educational outcomes of children in the most disadvantaged areas of England. The feedback from schools shows the value they see first-hand in having a supported breakfast provision. As a result of this positive impact many schools are making significant changes to the start of the school day in order to prioritise a healthy breakfast for all pupils.</p> <p>National School Breakfast Programme - Family Action www.family-action.org.uk</p> | <p>4, 5</p> |
| <p><u>Counselling</u></p> | <p>School-based humanistic counselling is effective, a recent study, led by the University of Roehampton has found.</p> | <p>4</p> |

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| <p>Pupil who are experiencing SEMH difficulties have access to counselling delivered by a professional.</p> | <p>It found school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>The Lancet Child & Adolescent Health.</p> | |
| <p><u>Behaviour for Learning</u></p> <p>Pastoral team to identify pupils at risk of underachievement and will:</p> <ul style="list-style-type: none"> • Will support teachers in meeting the needs of pupils in the classroom. • Mentor/coach pupils, equipping them with skills/strategies enabling them to access learning and experience success. • Provide bespoke sessions for pupils with SEMH. • Create a safe environment for pupil for whom learning is compromised due to their behaviour. • The ARC provision to be developed to support teaching and learning and access to the curriculum in-line with peers | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We recognise that some pupils need additional nurture and emotional well-being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p> | <p>4, 5</p> |
| <p><u>Attendance</u></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. • Reward system in place • Incentives for improving attendance • Early intervention from record keeping and monitoring to support attendance | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Ofsted 2019 identified the positive work and high expectations already in place to improve attendance</p> <p>'to continue to work with the minority of parents whose children miss school regularly so that parents understand the link between exemplary attendance and academic achievement' Ofsted 2019</p> | <p>3</p> |

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| <p>Outdoor Learning</p> | <p>It is important for pupils of all ages to appreciate that learning does not always have to be in the classroom and can also occur in a fun outdoor environment. Having the opportunity to engage in high quality outdoor learning helps children and young people understand and respect nature and life-cycles whilst developing the ability to identify hazards. At the same time they can develop problem-solving and team-building skills in a fun environment. Not everyone learns through reading and writing; whilst some learners might feel that they don't have determination and perseverance in the classroom, they can quickly discover that they have the most grit in the class when it comes to getting things done in an outdoor environment! Opportunities to nurture this kind of self-esteem and confidence in pupils whilst honing important soft skills like resilience and determination are integral parts of the learning journey.</p> <p>The outdoor environment can be a great arena for developing communication and language skills. Often children are active learners but have no access to a garden and the space to run, skip, jump, pick up worms and enjoy the sound of jumping into puddles. Unstructured outdoor play helps children learn to take turns, share and develop other positive behavioural skills. Children and young people work better in groups when they are outdoors. Teachers witness every day the positive effect learning outside the classroom has on the personal and social development of children and young people, but does it also have the same effect on academic achievement?</p> <p>Source: https://keyskillseducation.co.uk/benefits-of-outdoor-learning/</p> | <p>3, 4, 6</p> |
| <p><u>Community and Parental engagement</u></p> | <p>Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.</p> | <p>1, 2, 5, 7</p> |
| <p><u>Healthy Living Carnival</u> A summer carnival, led by the pupils and attended by the parents and local community to benefit to total health and fitness of all stakeholders.</p> | <ol style="list-style-type: none"> 1. A child who eats right and exercises regularly will have a physically healthy body that can lower risk from high blood pressure, high cholesterol, diabetes and more. These conditions are usually associated with obesity. 2. Aside from physical health, a healthy lifestyle will also provide mental health. Proper diet and exercise helps children handle mental challenges well. A healthy lifestyle provides better sleep at night and more energy to make children feel better mentally. It can also lessen depression. 3. Healthy kids also benefit socially. Physically active and healthy kid usually has high self-esteem and will help him make friends easily. Kids who join sports or other physical activities are more likely to make friends than those who stay in front of the TV and computer. 4. Healthy kids are also more likely to benefit emotionally. They'll have high self-esteem because they feel better about their appearance physically. They'll also be more confident in themselves in socializing with other children. 5. Lastly, kids who have healthy lifestyle benefit academically. Children who eat properly, exercise regularly, and get ample sleep have the physical and mental energy to deal with academic challenges daily. They are also able to retain their lessons well than kids who have unhealthy lifestyle. <p>Source: http://EzineArticles.com/7242322</p> | <p>4, 5, 6</p> |
| <p><u>Extra-curricular before and after school clubs</u></p> | <p>EEF Research Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p><i>In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</i></p> <p>Disadvantage gap <i>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</i></p> | <p>6</p> |

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| | <p><i>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.</i></p> <p><i>Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</i></p> | |
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Total budgeted cost: £348,380.00

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

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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 |
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