



Cheshire Academies Trust  
*Inspiring hearts and minds*

# **Pupil Premium Report**

**Woodfall Primary and Nursery School  
2024-2027**

**Year 1 of 3 year plan**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Woodfall Primary & Nursery School
Number of pupils in school (Reception-Year 6)	406
Proportion (%) of pupil premium eligible pupils	70 pupils - 17%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Helen Hough
Governor / Trustee lead	Caroline Peters

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£94,830</b>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£94,830</b>

## Part A: Pupil premium strategy plan Statement of intent

### Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect the wellbeing or academic achievements of disadvantaged children
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

### How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our highly trained support staff including our Learning Mentors and ELSA.
- It enables us to invest in a whole school approach to emotional and social wellbeing.

- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities.

## What are the key principles of your strategy plan?

At Woodfall Primary and Nursery School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence based approach and regularly evaluate the impact our approaches are having on children's needs through our Inclusion Team (PPG & Safeguarding Lead, SENCO, ELSA and Learning Mentors). We have benefitted from working closely with other schools within our academy trust and our locality, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, support with homework, ensuring a consistent approach to learning and behaviour in and out of school. This impacts on their overall attainment and progress.
2	A significant number of our disadvantaged children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress.
3	Effects of early childhood trauma, attachment needs and emotional needs on overall attainment and progress on a significant number of our disadvantaged pupils and in particular for our 2% PLAC children from this group.
4	All children's social and emotional wellbeing has been impacted by their experiences through the pandemic and as such many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, their self-esteem and engagement in learning.
5	External data for Year 6 end of key stage SATs shows 2024 - 88% of disadvantaged children reached the expected standard or above in Reading, 81% in writing and 88% in Maths. 33% of disadvantaged children exceeded the Expected Standard and 44% exceeded the Expected Standard in Mathematics. Internal data shows a steady acceleration in progress for disadvantaged children in each cohort and across school in Reading, Writing and Maths.

Emerging research in the UK suggests that schools are adopting a number of promising strategies to improve outcomes for children living in poverty.

These include:

- rigorous monitoring and use of data
- raising pupil aspirations using engagement/aspiration programmes
- engaging parents and raising parental aspirations
- developing social and emotional competencies
- supporting school transitions
- providing strong and visionary leadership.

*Education Endowment Foundation*

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> <li>Individual disadvantaged pupils having an attendance of 96% or above</li> <li>Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.</li> </ul>
Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> <li>Teaching of disadvantaged pupils is good and frequently outstanding.</li> <li>Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> </ul>
Disadvantaged pupils in EYFS achieve age related expectations	<ul style="list-style-type: none"> <li>Disadvantaged pupils to achieve age related expectations by the end of EYFS</li> </ul>
Outcomes for disadvantaged pupils from different PPG groups are improved compared to previous years.	<p><b>Reading</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 69% in 2022-23 and 65% in 2023-24</p> <p><b>Writing</b> For at least 50% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 60% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 37% in 2022-23 and 55% in 2023-24</p> <p><b>Maths</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 72% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 69% in 2022-23 and 60% in 2023-24</p>
Increased confidence and self-esteem of individuals enabling them to access academic learning	<ul style="list-style-type: none"> <li>Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently and where possible independently without support of a teaching assistant.</li> <li>Teachers explicitly use strategies from the expert teacher model to build connection with disadvantaged learners.</li> </ul>
Improve behaviour of disadvantaged pupils who struggle to either conform to school rules, show a lack of attentiveness or low level disruptive behaviour	<ul style="list-style-type: none"> <li>Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</li> <li>Disruption during learning is minimised resulting in high levels of attentiveness, more opportunities for challenge and engagement, and higher rates of progress and achievement as detailed in outcomes section above.</li> <li>Early introduction of Conscious Discipline to parents and carers of Nursery and Reception children</li> </ul>
Improve emotional stability and self-regulation of disadvantaged pupils	<ul style="list-style-type: none"> <li>Pupils understand, express and can control their emotions, minimising any loss of learning time.</li> </ul>
Meet individual learning needs of all disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils' learning barriers are overcome as their needs are met resulting in accelerated progress outcomes.</li> <li>Ensure strategies for early identification of need and barriers to learning are rigorous.</li> </ul>
Analyse results of disadvantaged pupils and track their progress, ensuring targeted support is effective	<ul style="list-style-type: none"> <li>Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress.</li> <li>Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.</li> </ul>
Improve social experiences and provide enrichment opportunities	<ul style="list-style-type: none"> <li>Improved self-esteem and confidence for disadvantaged pupils.</li> <li>Ensure children have barriers removed to involvement in extra-curricular experiences.</li> </ul>
Children have a high sense of self-efficacy and a high sense of agency leading to an internal locus of control.	<ul style="list-style-type: none"> <li>Pupils in Nursery and Reception are identified as having factors indicating disadvantage;</li> <li>Children present with strategies for overcoming problems;</li> <li>Children see themselves as directors rather than spectators in their own lives.</li> </ul>

# Activity in this academic year 2024-25

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: £41940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke model of growth mind-set teaching to children in EYFS, encouraging their self-efficacy and high agency.</p> <p>£1500 out of school hours training for Nursery and EYFS staff</p>	<p>Self-efficacy is the belief that you can make a difference to your own life and that of others – the belief that things get better and I can do something about it (Gilbert, 2018). It is not the same as self-esteem. Disadvantaged children are more at risk of low self-efficacy than their peers. Schools can play a part in cementing this. If disadvantaged pupils experience early language, literacy and maths difficulties and do not get the right sort of teaching, they often have multiple experiences of trying hard but with little success. We often inadvertently strip lower-achieving disadvantaged children of their sense of independence and capability through grouping practices and offering too much 'help' – the sense that they can't do things without an adult helping them. Low self-efficacy both contributes to low attainment and results from it. 'Strategies introduced to narrow the attainment gap need to tackle both self-efficacy and low attainment, and as early as possible.' (Gross, 2022)</p> <p><b>Research Backing</b></p> <ul style="list-style-type: none"> <li>• <b>Reaching the Unseen Children, Gross 2022</b></li> </ul>	4
<p>Implement a bespoke model of behavioural, social and emotional interventions.</p> <p>£25650 (ELSA)</p>	<p>Building on the success of nurture and behaviour support sessions by our team of skilled staff, it is considered beneficial to continue to further develop this area. A similar theme remains apparent, that many of our disadvantaged children require additional support from the ELSA, learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF – Social and Emotional Learning (SEL):</b> SEL programmes improve emotional and social skills, leading to gains in academic performance by an average of four months' progress.</li> <li>• <b>Public Health England:</b> Addressing mental health and wellbeing in schools leads to better academic outcomes, particularly for disadvantaged pupils.</li> </ul>	2, 3, 4, 5
<p>Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma</p> <p>£500 (out of hours training for TAs led by Daniel Ramage, Outreach SLE at Archer's Brook Special School)</p>	<p>Teaching and teaching assistant staff are the first and most regular point of contact for pupils. It is important that they develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements or are under the care of the local authority. This will enable them to meet each pupil's needs on a daily basis as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this particular group of pupils, we are confident this approach will accelerate progress increasingly over the 3 year period of this plan.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Masten (2001):</b> Masten's work on resilience emphasizes the role of supportive relationships in helping children overcome adversity. Teachers who connect with their students provide critical support that can enhance resilience, particularly for disadvantaged children facing various challenges outside of school.</li> <li>• <b>Benson et al. (2006):</b> This research discusses the "developmental assets" approach, which indicates that positive relationships with caring adults (like teachers) are vital in helping disadvantaged children build resilience and improve their academic and social outcomes.</li> </ul>	2, 3, 4, 5
<p>SLT and ELSA to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement patterns and those children.</p> <p>£3990 (ELSA + PPG Lead)</p>	<p>A number of our disadvantaged children have displayed challenging patterns of behaviour and low levels of engagement in learning over a period of time. Over the past year SLT and ELSA have developed a problem solving approach linked to the Conscious Discipline approach. This has effectively supported all adults involved with an individual child in school to develop tightly consistent and bespoke plans to support their individual needs. These team meetings have been most effective when held outside the school day with support staff working additional hours. To also include follow up work to support staff in developing, implementing and adapting these plans.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Gonzalez et al. (2019):</b> A study examining the implementation of Conscious Discipline found significant improvements in student behaviour and classroom climate. The research indicates that when schools adopt a trauma-informed approach like Conscious Discipline, they see a reduction in disciplinary issues, which is especially beneficial for disadvantaged students who may struggle with behaviour</li> </ul>	2, 3, 4, 5

	<ul style="list-style-type: none"> <li>• <b>Berkowitz et al. (2017):</b> This research reinforces the idea that social-emotional interventions, such as Conscious Discipline, can lead to improvements in behaviour and academic performance for students from disadvantaged backgrounds. The focus on building positive relationships and emotional awareness helps to create a supportive environment that promotes better outcomes.</li> </ul>	
<p>Provide ELSA training for Learning Support Mentor to maximise their impact upon children.</p> <p>£800 (ELSA supervision)</p>	<p>A number of our disadvantaged children need support with emotional needs and behaviours, with this being the biggest barrier to them accessing to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on an individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff. See rationale for this approach above.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Goleman (1995):</b> Daniel Goleman’s work on emotional intelligence highlights that social and emotional competencies are crucial for academic success. Training LSMs in ELSA can help them foster these competencies in disadvantaged pupils, thereby improving their emotional well-being and academic performance.</li> <li>• <b>Sutton Trust (2011):</b> The trust reported that interventions targeting emotional and social skills, particularly for disadvantaged students, lead to significant improvements in their engagement and learning outcomes. ELSA training provides LSMs with the strategies needed to implement these interventions effectively.</li> </ul>	2, 3, 4, 5
<p>Specialist SALT TA involvement to develop plans for speech and language skills for our disadvantaged children.</p> <p>£2500 (HLTA)</p>	<p>A number of our younger disadvantaged pupils will benefit from additional oral language development as highlighted in their initial Wellcom speech and language toolkit. This work is delivered by class staff wherever possible but guided and supported by our specialist SALT TA (trained for school level advice by local SALT team).</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Public Health England (2016):</b> Research from Public Health England highlights that early speech and language support not only improves literacy outcomes but also contributes to long-term academic success and positive life outcomes. Disadvantaged pupils, who are at higher risk of language delays, benefit substantially from structured language interventions developed by specialist professionals like SALT TAs.</li> <li>• <b>Snowling et al. (2011):</b> This study demonstrates that early language interventions for children with SLCN, especially in the context of disadvantage, reduce the risk of reading difficulties and other academic challenges later in life. Specialist TAs trained in SALT approaches play a critical role in implementing these interventions effectively in schools.</li> </ul>	1, 2, 3, 4, 5
<p>Further training for key Inclusion Team staff (ELSA, SENCO, SENCO Assistant, PPG Lead)</p> <p>£1500</p>	<p>The Learning Mentor will be required to attend training in areas such as fostering of high aspirations, children’s mental health and wellbeing, to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium training eg MDDL course is also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils. Focus on developing bespoke mental health and emotional wellbeing graded approach this year.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Sutton Trust – Raising Aspirations:</b> Exposure to career role models and high aspirations programmes improves pupil motivation and attainment.</li> <li>• <b>EEF – Aspiration Interventions:</b> Research shows that aspiration-raising activities, when combined with academic interventions, can have a positive effect on pupils’ engagement and outcomes.</li> </ul>	1, 2, 3, 4, 5
<p>Improvement of Phonics and Reading Comprehension Strategies including introduction of RWInc across EYFS/KS1 and to provide intervention in KS2. Additional staff trained to ensure improved outcomes for disadvantaged children plus additional resources.</p> <p>£4000</p>	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months’ additional progress can be achieved, along with developments in independent and collaborative learning strategies.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF – Phonics Toolkit:</b> The Education Endowment Foundation (EEF) highlights that teaching phonics is highly effective in the early stages of literacy development, especially for disadvantaged pupils. The EEF found that systematic phonics instruction improves reading accuracy and can have a positive impact on disadvantaged pupils, with an average gain of four months’ additional progress.</li> <li>• <b>Rose Review (2006):</b> The <i>Rose Review</i> strongly endorsed systematic synthetic phonics as the most effective way to teach children to read, particularly in the early years. It emphasised that disadvantaged pupils benefit most from explicit and structured phonics teaching, like <i>Floppy’s Phonics</i>, which provides a systematic approach to learning sounds.</li> </ul>	3, 4, 5

<p>Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. Main school budget to cover costs</p> <p>£1500</p>	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as White Rose Maths, Read Write Inc, The Write Stuff. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Ofsted – Pupil Premium:</b> Schools that effectively target Pupil Premium funding demonstrate notable improvements in disadvantaged pupils' attainment.</li> <li>• <b>EEF – Use of Pupil Premium:</b> Schools that monitor and adjust their use of Pupil Premium funding based on evidence-based strategies see better outcomes. Differentiated instruction tailored to disadvantaged pupils' needs can significantly impact their engagement and progress.</li> <li>• <b>Culturally Responsive Teaching (Gay, 2010):</b> Inclusive pedagogy, where the curriculum reflects pupils' experiences, fosters greater engagement and improves academic outcomes.</li> </ul>	<p>3, 4, 5</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £29010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment</p> <p>£22510 (Learning Mentor/TA)</p>	<p>Last academic year, using additional adults in core subject lessons to provide immediate feedback proved beneficial to disadvantaged learners as they could overcome barriers at the point of difficulty. This is recognised in EEF research findings which provide extensive evidence of very high impact. Immediate feedback and modelling in class means much less time being spent in subsequent teaching session being spent addressing misconceptions from prior teaching and learning. Sessions can be pitched more accurately and greater levels of appropriate challenge offered to disadvantaged pupils in particular, giving teaching staff greater insight into the needs of those within their classes.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF – Small Group Tuition:</b> Small group tuition, particularly when delivered by qualified teachers, is proven to accelerate learning by an average of four months over the course of a year.</li> <li>• <b>EEF – Teaching Assistants:</b> Structured support from teaching assistants with evidence-based interventions can significantly impact pupil progress.</li> </ul>	<p>2, 3, 4, 5</p>
<p>Sensory breaks led by class teachers £0</p>	<p>Due to the successes experienced last year, it is deemed beneficial that this provision continues and is further refined to allow sensory breaks to continue effectively despite Covid restrictions. Sensory Circuit Sessions ensured pupils start their school days with a calmer, focused attitude to learning. Pupils re-entered classrooms calmly with less disruptive behaviours observed by class teachers. Engagement in lessons increased from the pupils who participated. Sensory breaks have had positive impact and success at reducing disruption and enhancing engagement, therefore a continuation and potential increase in this provision to be actioned moving forward.</p> <p><b>Research Backing:</b></p> <p>Research shows that sensory breaks help disadvantaged pupils by improving emotional regulation, reducing stress, and enhancing focus, which leads to better behaviour and academic outcomes (Perry &amp; Szalavitz, 2017; Burke Harris, 2018; EEF, 2021). Studies on movement and sensory activities (Donnelly et al., 2009), as well as findings on the impact of stress on learning (Harvard University Centre on the Developing Child, 2017), suggest that these breaks are particularly effective for children who face higher levels of adversity.</p>	<p>2, 3, 4, 5</p>
<p>Further Develop IDL programme</p> <p>£6500 (HLTA support)</p>	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Identified disadvantaged pupils regularly supported to review and apply their reading and spelling skills.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF – Small Group Tuition:</b> Small group tuition, particularly when delivered by qualified teachers, is proven to accelerate learning by an average of four months over the course of a year</li> <li>• <b>EEF – Teaching Assistants:</b> Structured support from teaching assistants with evidence-based interventions can significantly impact pupil progress.</li> </ul>	<p>2, 5</p>

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

Budgeted cost: £23880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further heightened parental involvement and engagement</p> <p>Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement</p> <p>One page profiles created for PPG pupils created in direct consultation with families to ensure pupils' needs and strengths are fully understood and met</p> <p>£3180 (ELSA and PPG Lead)</p>	<p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners.</p> <p>As such by engaging more with parents we are affording the best possible chances for positive outcomes for disadvantaged learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF – Parental Engagement:</b> Effective parental engagement has a positive impact on pupil outcomes, particularly when parents are supported to understand how to help their children's learning.</li> <li>• <b>Goodall &amp; Montgomery (2014):</b> Engaging parents effectively involves shifting from parental involvement (activities) to engagement (partnership) to see significant improvements in pupil achievement.</li> <li>• <b>Department for Education (DfE):</b> There is a strong link between attendance and attainment; pupils with higher attendance achieve better outcomes, particularly among disadvantaged groups.</li> <li>• <b>Taylor (2012):</b> Schools that focus on improving attendance through proactive interventions see significant reductions in the attainment gap.</li> <li>• <b>OECD (Organisation for Economic Co-operation and Development):</b> Reading for pleasure is one of the strongest predictors of academic success.</li> </ul>	<p>1, 5, 11</p>
<p>Extended opportunities to attend after school clubs and activities for children eligible for FSM.</p> <p>£3000</p>	<p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately three months' additional progress.</p> <p>After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life. Many of these opportunities are provided by staff at no additional cost to the budget. Most opportunities have either an Arts or Physical aspect to them, both of which are evidenced to impact positively.</p> <p>School has negotiated free places with some outside providers for children in receipt of FSM. This has negated the cost of providing for this area of our provision.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Sutton Trust:</b> Cultural capital, including exposure to extracurricular activities and experiences, has a lasting impact on pupils' confidence, language development, and attainment.</li> <li>• <b>OECD (Organisation for Economic Co-operation and Development):</b> Reading for pleasure is one of the strongest predictors of academic success.</li> </ul>	<p>1, 4, 5</p>
<p>Residential Trips/Outdoor Learning including day trips. £6660 (£115 per FSM child for residential visits = £4140 £36 per FSM per annum child for termly trips = £2520)</p>	<p>Residential trips are proven to support growth mind sets, increase confidence and teach team building skills.</p> <p>Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.</p> <p>Budgeted school contributions to be raised by 5% to reflect rise in DfE PPG funding.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Sutton Trust:</b> Cultural capital, including exposure to extracurricular activities and experiences, has a lasting impact on pupils' confidence, language development, and attainment.</li> </ul>	<p>1, 4, 5,</p>



<p>Financial assistance with uniform purchases.</p> <p>Purchase of morning break snacks for all FSM KS2 pupils. (£12 per child per FSM child per half term) £3384</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being. Whilst there is limited evidence that this directly impacts attainment and progress, pupil voice gathered has demonstrated that it supports individuals in feeling part of the school community and their sense of belonging. This in turn impacts self-confidence, self-esteem and engagement with their school community.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>DfE – School Uniforms (2019):</b> The UK Department for Education highlights that school uniforms can promote a sense of belonging and equality. For disadvantaged pupils, financial support for uniform purchases helps remove a barrier that can lead to absenteeism and disengagement, as children who cannot afford uniforms may avoid school due to feeling different or embarrassed.</li> </ul>	<p>1, 4, 5</p>
<p>Peripatetic Music Tuition for all KS2 PPG pupils who wish to learn a musical instrument (£x per pupil per 1/2term = £3800</p>	<p>Learning a musical instrument supports the self-belief and self confidence as well as well being and links to success in other curriculum areas</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Sutton Trust:</b> Cultural capital, including exposure to extracurricular activities and experiences, has a lasting impact on pupils' confidence, language development, and attainment.</li> </ul>	<p>4</p>
<p>Bespoke 121 tuition for children in Years 3 and 4 in need of extra support £3800</p>	<p>Tuition targeted at specific need and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups</p> <p><b>Research Backing:</b></p> <p><b>EEF – Parental</b></p>	<p>4</p>

**Total budgeted cost: £9483**

