

# Pupil premium strategy statement

## Viewley Hill Academy: 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	<b>2024 - 2025</b>
Date this statement was published	16.12.24
Date on which it will be reviewed	11.04.25
Statement authorised by	Kate Barkley
Pupil premium lead	Sam Gardiner
Governor / Trustee lead	Gillian Dorman-Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,630
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£235,630

# Part A: Pupil premium strategy plan

## Statement of intent

The National Average percentage of children in receipt of Pupil Premium is **25%**

The percentage of Pupil Premium children at Viewley Hill Academy is **64%**.

At Viewley Hill Academy, we aim for all of our pupils, regardless of their backgrounds or start in life, to experience a broad, knowledge-rich and engaging curriculum. For those pupils who receive Pupil Premium funding (here noted as 'vulnerable pupils'), we recognise that for many of them, early development milestones may not have been met; they enter school at a very low baseline, often unable to communicate, and wider experiences which many children may take for granted are unavailable to them for a range of reasons. Through the Pupil Premium grant, we aim to ensure that there is no discernible difference between pupils leaving the academy who are vulnerable and those who are not. To do this, we focus on 'filling the gaps' through cultural experiences, targeted learning support with phonics, reading, writing and maths. In addition, our pupils need and deserve positive relationships and role-models with the adults they encounter at school. For many, there are attachment disorder challenges and the context of the school's catchment means that our pupils are additionally vulnerable, particularly to criminal exploitation.

Therefore, for children at Viewley Hill Academy, from Early Years to Year 6, academic success is not limited to learning in lessons. Many of our families live within the lowest 1% of the deprivation indices. We understand our context extremely well and ensure that, from the beginning of Early Years, we supply the essential nurture, wellbeing and wider learning experiences that our pupils need to thrive. The majority of our pupils are very limited in their life experiences, vocabulary and their understanding of the world. It is a fact that children in our context who qualify for Pupil Premium funding are also often the most deprived, whom we need to ensure make better than expected progress. This is because their starting points are frequently lower (sometimes very much lower) than that of their peers who do not qualify for the funding. If these children do not make better than expected progress, then they are at risk of missing important milestones in their academic education. For this reason, our wider strategies form a very significant part of our Pupil Premium spending. We review and analyse the effectiveness of our provision regularly and make changes when we do not see benefits.

Our strategy is based on

In order to address the challenges facing pupils in our community, our strategy in 2024-25, which is focuses on:

- Targeted early interventions to help children 'keep up', rather than 'catch up'
- Quality first teaching, including coaching and mentoring of teachers by SLT
- A strong pastoral offer, led by SLT, to address behavioural, social, emotional and mental health issues which impact on learning
- A comprehensive programme of staff CPD, supporting phonics, writing and maths to enable at least good pupil progress

- Improving pupil resilience and supporting good mental health in order to reduce absence and improve engagement with learning
- Providing positive pupil role models and establishing good relationships between pupils and staff to encourage good attendance and limit some community influences
- Through the pastoral team, maintain positive relationships with parents and the wider community to promote the value of education and improve pupil attendance
- Provide cultural capital experiences as part of the curriculum. These will be subsidised for pupil premium children to ensure equal opportunities for vulnerable pupils.

## Challenges

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

Challenge number	Detail of challenge
1	A very high proportion of the Academy's pupils are vulnerable
2	Very low starting points of many vulnerable pupils, making more progress than non-vulnerable pupils through the academy necessary in Phonics, Writing and Number Fluency
3	Significant mental health challenges presented by many vulnerable children and their families, leading to complex issues
4	A lack of resilience in vulnerable children, requiring bespoke curriculum provision
5	The influence of socially negative and criminal behaviours in the community on vulnerable pupils within the Academy, particularly those in KS2
6	A lack of cultural capital hugely impacts all pupils in the context of the Academy. This has to be explicitly provided for pupils through curriculum opportunities.
7	Poor regard for the value of education in the community
8	Persistent absenteeism of vulnerable children

## 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
1. Vulnerable pupils access the same opportunities as non-vulnerable pupils.	All pupils access an aspirational curriculum. Vulnerable pupils access a broad curriculum offer, including after-school clubs provision, which is at least 60% vulnerable pupils.
2. Additional intervention and 'keep up' support enables vulnerable pupils with low baselines to make better progress than non-vulnerable pupils  Pupils receive bespoke tutoring through spending on the National Tutoring Programme	'Keep Up' interventions enable 75% pupils to make expected progress from their starting points.  90% of pupils accessing tutoring achieve CRWM at the end of KS2.
3. Pastoral support for vulnerable children and their families enables full engagement in school life and diminishes the impact of mental health issues on learning.	Target pupils access mental health and therapy support. 80% target pupils make expected progress from their starting points.
4. Development of character curriculum and bespoke resilience-based learning improves pupil resilience for learning through engagement with the Commando Joe programme.	Engagement in 'missions' improves individual resilience in KS2. 5% reduction in the number of CPOMS entries requiring adult intervention.
5. Behaviour support and early intervention with vulnerable pupils at risk of CCE enables pupils to remain in education.	5 particularly vulnerable pupils at risk of suspension/ managed move remain in school.
6. Explicit experiences to build cultural capital are a non-negotiable element of the school's curriculum offer.	Each cohort accesses 6 curriculum-based experiences throughout the year.
7. PSA and community liaison staff facilitate positive relationships with families and promote the importance of good attendance and engagement with school in particular and education in general.	Engagement of key families improves: 70% key families attend Spring Parent Consultations. Support provided for target families in being directed towards relevant community agencies – support accessed by 70% of families. 3 x coffee mornings engage vulnerable families – attendance increases by 50%
8. Dedicated attendance staff, overseen by SLT, make daily checks by 9:30am and follow-up all absence. Home visits are part of weekly staff routine to determine and address barriers to good attendance.	Attendance of vulnerable pupils is in line with National Pupil Premium attendance.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 108, 820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT provides <b>additional teaching and learning capacity</b> in KS1 and KS2.	<b>EEF – Effective Professional Development</b> <b>EEF – Small Group tuition</b>	1, 2, 4
SLT members in the classroom provide <b>coaching and mentoring</b> for colleagues.	<b>EEF – Mentoring and Coaching of Teachers</b>	1, 2, 5, 6
DHT and subject leads refining a <b>broad and balanced, knowledge-based curriculum</b> that responds to the needs of pupils	<b>EEF – developing high quality teaching and assessment</b>	1, 2
<b>Staff CPD</b> focussed on Little Wandle phonics programme	<b>EEF – effective professional development</b>	1, 2
<b>CPD for staff</b> including KS1 Writing; KS2 Reading and TA-led support programmes for Maths and Handwriting; Whole Staff CPD in Maths Fluency	<b>EEF – effective professional development</b>	1, 2
<b>Whole staff CPD</b> through National College membership	<b>EEF – effective professional development</b>	1, 2
<b>Staff CPD – Personal Development</b> (character curriculum)	<b>EEF – effective professional development</b>	3, 4, 5, 6

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

Budgeted cost: £ 55,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teaching Assistants</b> facilitate targeted interventions and support teaching and learning in class	<b>EEF – one-to-one and small group tuition</b>	1, 2, 4
<b>Teaching Assistants</b> provide one-to-one reading support	<b>EEF – one-to-one and small group tuition</b>	1, 2, 4
<b>Technology</b> enables pupils to access targeted programmes which support core learning, eg: TT Rockstarz; Accelerated Reader	<b>EEF – Using digital technology to improve learning</b>	1, 2
<b>Additional staff</b> facilitates small group phonics teaching	<b>EEF – one-to-one and small group tuition</b>	1, 2
<b>Educational Psychologist</b> works with children and families of pupils who are vulnerable with SEND	<b>EEF – Targeted interventions and resources to meet the needs of disadvantaged pupils with SEND</b>	1, 2, 3, 4

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

Budgeted cost: £ 121, 171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance Officer</b> provides additional attendance support for families – Education 5	<b>EEF – supporting attendance</b>	8
<b>PSA</b> promotes improved family engagement	<b>EEF – working with parents to support children’s learning</b> <b>EEF – communicating with and supporting parents</b>	3, 7, 8
<b>CATS therapist</b> supports vulnerable pupils with SEMH needs	<b>EEF – supporting pupils’ social, emotional and behavioural needs</b>	3, 5
<b>ELSA Teaching Assistant</b> provides bespoke SEMH programme with target pupils	<b>EEF – supporting pupils’ social, emotional and behavioural needs</b>	3, 4, 5
<b>AHT leads Pastoral Team</b> ensuring pupils receive the right support from school and external agencies	<b>EEF – supporting pupils’ social, emotional and behavioural needs</b>	1, 2, 3, 5
<b>Breakfast Club</b> is funded for vulnerable pupils and improves punctuality	<b>EEF Breakfast clubs and meal provision</b>	9
<b>After-school clubs</b> are run by staff for consistency of expectation	<b>EEF - Extra-curricular activities</b>	1, 6
<b>Specialist Music Teachers</b> provide extra-curricular opportunities, including choir	<b>EEF – Extra-curricular activities</b>	6
<b>Commando Joe</b> programme targets improved pupil resilience	<b>EEF – Extra-curricular activities</b>	6
<b>Subsidised Educational Visits</b> for vulnerable pupils	<b>EEF – extra-curricular activities</b>	6
<b>Positive Footprints Programme</b> supports pupils in raising awareness of careers and promotes the value of education.	<b>EEF - extra-curricular activities</b>	6, 7

**Total budgeted cost: £ 285, 398**

*Viewley Hill Academy recognises that this total exceeds the Pupil Premium Grant for the academic year 2024 – 2025. However, we believe that our strategy provides the best offer for our extremely deprived community and the pupil premium funded pupils within it. Therefore, we direct additional funding from school to meet their needs, as detailed above.*



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 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
Yoga	Mighty Warriors

#### 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?	<b>There were no pupils eligible for Service Premium in the year 2023 - 24</b>
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

1. BARRIERS TO ATTAINMENT for PP pupils		
1. A very high proportion of the Academy's pupils are disadvantaged		
2. Very low starting points of many pupils, making accelerated progress through the academy necessary		
3. Significant mental health challenges presented by many disadvantaged children and their families, leading to complex issues		
4. A lack of resilience in children, requiring bespoke curriculum provision		
5. The influence of socially negative and criminal behaviours in the community on pupils within the Academy, particularly those in KS2		
6. A lack of cultural capital hugely impacts pupils in the context of the Academy. This has to be explicitly provided for pupils through curriculum opportunities.		
7. Poor regard for the value of education in the community		
2. INTENTIONS		
Intended Outcomes	Success Criteria	
i	<p>High quality teaching is consistent across the Academy. Progress is carefully monitored with SLT and through regular, quality CPD, staff are supported in providing a high-quality offer which aims for disadvantaged pupils to close the attainment gap.</p>	<p><b>Staff appraisal</b> sets high expectations for provision and outcomes:</p> <p><b>Regular Pupil Progress Meetings with SLT</b> <i>Vulnerable pupils are discussed and monitored in detail each term during Pupil Progress Meetings</i></p> <p><b>Early and responsive intervention</b> tackles barriers to learning: <i>External Peer Review monitoring noted strength of intervention: 'no time lost' in learning</i></p> <p><b>Disadvantaged pupils narrow the gap with non-disadvantaged pupils nationally</b> by the end of their primary school life: <i>End of Key Stage 2 outcomes demonstrate evidence of strong practice throughout the Academy. While the gap remains, vulnerable pupils do make accelerated progress to meet national standards by the end of KS2</i></p>
ii	<p>Analysis-driven provision, close monitoring and assessment of disadvantaged pupils ensures barriers to learning are tackled and removed.</p>	<p><b>Pupil Premium Lead (DHT)</b> works closely with all teaching teams to ensure that needs are identified and addressed with appropriate intervention: <i>DHT attends all pupil progress meetings. Learning Intervention, behaviour support systems and targeted use of funding to support these resulted in vulnerable pupils overcoming significant barriers to integrate and make progress (eg: TM Y6; AM Y5; JB Y3)</i></p>
iii	<p>Educational, language and learning difficulties in pupils who are disadvantaged are identified early and appropriate support is targeted, facilitating full engagement in the curriculum.</p>	<p><b>Educational psychologist</b> supports families and pupils with relevant intervention.</p> <p>Early intervention and <b>behaviour planning</b> supports pupils in engaging</p>

		<p>fully to make progress throughout the curriculum: <i>Individual behaviour plans are made and signed by pupils, parents and Pastoral Lead. Educational psychologist provided support to 20 pupils, 18 of whom were disadvantaged (90%), to support teachers and TAs to provide the best learning opportunities.</i></p> <p><b>Speech and Language</b> support pupils whose communication impacts learning: <i>SALT worked with 40 pupils with communication challenges which impact on their learning, 26 of whom (65%) are vulnerable.</i></p>
<p><b>iv</b></p>	<p>A dedicated pastoral team, led by AHT, liaises with other agencies and provides support and advice for both pupils and their families.</p> <p>Highly trained support staff promote inclusion, nurture and well-being.</p> <p>Breakfast Club places for disadvantaged pupils are prioritised and funded.</p>	<p><b>Persistent absence</b>, repeated incidents of <b>poor behaviour</b> within school and <b>anti-social behaviour</b> out of school are minimised through close work within the community: <i>AWO 2 days a month makes home visits, imposes fines and focuses on persistent absenteeism in vulnerable pupils. Pastoral team make same-day telephone calls and home visits to engage parents and carers of vulnerable pupils. Academy whole-school attendance was in line with other schools nationally and better than similar schools.</i></p> <p>There are <b>fewer incidents of disruption to learning</b> from behaviour outside school, or on the playground: <i>Support staff are paid to spend 30 minutes daily on the playground over lunch to support positive behaviour. All staff on duty are expected to engage with pupils in positive play activities. Both Key Stages have had significant school funding directed towards engagement in positive play with playground furniture and engagement highly prioritised. SLT are on duty every day at lunchtime to support inclusion. High staff ratio means that problems are addressed quickly before escalation and the majority of pupils are able to return to afternoon classes restored and regulated.</i></p> <p>Hunger impacts less on learning: <i>80 pupils were provided with breakfast every morning through Breakfast Club attendance in 2023-24. This also supported identified pupils in improving punctuality and attendance.</i></p>

	<p>Educational Visits are partially funded so that all pupils receive their entitlement to a rich curriculum.</p> <p>Outdoor clothing is provided for Early Years pupils to ensure their entitlement to outdoor experiential education</p> <p>Funded after-school clubs promote aspiration and provide extra-curricular activities.</p>	<p>Cultural capital is established. Knowledge is generative: <i>Monitoring visits and pupil voice demonstrate the impact of educational visits on motivation and engagement of pupils. Visits are a non-negotiable part of the curriculum offer.</i></p> <p>All pupils have access to suitable outdoor clothing and footwear. <b>Not yet actioned.</b></p> <p>Disadvantaged pupils access a range of opportunities in addition to their curriculum entitlement: <i>81% of pupils attending after-school club provision during 2023-24 were vulnerable pupils.</i></p>
<b>v</b>	<p>Mental health, emotional and behavioural work from specialist providers offers pertinent support to vulnerable and disadvantaged pupils and their families, where wellbeing impacts on learning.</p>	<p><b>A CATs therapist</b> supports disadvantaged pupils and their families to remain engaged in education: <i>During 2023-24, CATS therapy supported 100% vulnerable pupils, enabling pupils to avoid permanent exclusions (HHM); supporting pupils with bereavement (HS); enabling positive self-image with disability (AR)</i></p> <p><b>ELSA support</b> is directed effectively towards pupils: <i>81% of children receiving ELSA support in 2023-24 were vulnerable pupils. Support for children through voice of the child, engagement away from class and targeted behaviour support within class and on a 1:1 basis meant vulnerable pupils finding school challenging were supported in remaining in mainstream education (AIB; HHM) and supported through emotional turbulence which would otherwise have led to their becoming disaffected (SB; AvB; HA; JW)</i></p>

### 3. PLANNED EXPENDITURE

#### Quality of Teaching

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	<p><b>Staff CPD</b> High quality training enables staff to identify gaps in learning and address these through rapid-response interventions</p>	<p><b>EEF: Targeted interventions and resources</b></p> <p><i>Teachers have confidence and experience to assess individual needs and identify where</i></p>	<p><i>Responsive teaching evident in Curriculum Lead monitoring.</i></p>	HT	5.07.24

		<i>intervention is required. A clear plan is drawn up and staff deployed efficiently.</i>			
ii	<b>Staff CPD</b> CPD for staff supports the explicit teaching of metacognition and self-regulation	<b>EEF: Cognitive Science approaches</b>	<i>Training delivered to all staff. Pupils are supported to understand, select and activate strategies to self-regulate, eg: Space to talk; fidgets; brain breaks, trusted adult External monitoring makes clear the evidence of this CPD.</i>	DHT/ SENDCo	5.07.24
iii	<b>Curriculum</b> A carefully sequenced, knowledge-rich curriculum responds to the needs of the children.	<b>EEF: High Quality Teaching/ Great Teaching Toolkit</b>	<i>DHT and LET curriculum lead, VP have tailored a curriculum to meet the needs of the children in our context which is challenging, aspirational and knowledge-rich. Work to continue to bring all wider curriculum subjects into line with those completed.</i>	DHT	5.07.24
iv	<b>Coaching and mentoring</b> for teachers enables highest quality provision for disadvantaged pupils	<b>National Institute of Teaching: Mentoring and Coaching of Teachers research report</b>	<i>Informal coaching as required undertaken by DHT, including staff CPD and work alongside Teachers new to Phase. More formal coaching unable to proceed due to other school commitments. Coaching discussion to be held for 2024-25.</i>	HT/ DHT	12.07.24

### Targeted Support

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	<b>One to One support</b> Teaching Assistants provide 1:1 reading opportunities throughout school	<b>EEF: Teaching Assistant deployment and interventions</b>	<i>1:1 reading takes place daily. TAs target pupils with little home support and those who are reluctant readers. End of KS2 reading</i>	HT	5.07.24

			<i>improved in 23-24 from 49% to 74%.</i>		
ii	<b>Small Group Tuition</b> Use of NTP to accelerate progress of pupils on borderline of EXS in Y6.	<b>EEF: Small group tuition</b>	<i>Intervention for Y6 pupils. An additional Teacher supported target pupils throughout SATs preparation. <b>9 vulnerable</b> pupils were in this teaching group (75% of the group). <b>89%</b> of these pupils achieved CRWM.</i>	HT	5.07.24
iii	Real World Psychology <b>Educational Psychologist</b> to support learning needs of disadvantaged pupils with SEND	<b>EEF: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</b> <i>Assessments enable strategies to be shared with Teachers and Parents. This enables synchronised provision for pupils presenting with a wide range of needs.</i>	<i>90% of EP's caseload were vulnerable pupils. As a result of support for staff and families, pupils with diagnosed conditions, eg: A4, H4, A2, A1 were sensitively supported and able to access a full curriculum.</i>	HT/ AHT/ SENDCo	5.07.24
iv	<b>Teaching Assistant deployment and interventions</b>	<b>Education Endowment Fund: Teaching Assistant deployment and interventions</b> <i>Pupils in our context with high levels of deprivation and low levels of emotional resilience require significant adult support and responsive, short-term intervention</i>	<i>LET Maths training delivered to all TA staff. TAs deployed strategically during afternoons and delivered daily 'keep up' interventions to target pupils.</i>	HT/ Phase leads	12.07.24

### Additional Approaches

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	<b>Attendance Officer 2 days a month</b>	<b>Education Endowment Fund: Working together to improve school attendance</b>  <i>Overall school attendance Summer 2024 was 96%. Persistent absence is addressed.</i>	<i>Relentless daily focus on attendance by Pastoral support team, led by AHT. Daily checks, including home visits for pupils with more than one day of absence. Many term-time holidays</i>	AHT/ AO/ PSA	12.07.24



		<i>Families with poor track record of school attendance have a consistent link with school. Poor attenders are visited in person and key school messages about attendance are confirmed directly to parents.</i>	<i>were taken, which negatively affected school attendance. Attendance officer makes regular home visits; issued numerous warning letters to families and offered support to those with ongoing issues. See CPOMs entries.</i>		
ii	<b>Attendance Awards</b>	<b>Supporting Attendance</b> <i>Good attendance is rewarded through class prizes (up to £25) and a 96% party at the end of each term</i>	<i>For the majority of pupils, these incentives prove effective. However, persistent absenteeism remains a growing concern. Persistent absenteeism chart</i>	HT/ AHT	12.07.24
ii	<b>Parent Support Advisor</b> is a key pastoral support for children and families	<b>Supporting Attendance</b> <b>Supporting pupils' social, emotional and behaviour needs</b> <b>Communicating with and supporting parents</b> <i>Daily attendance response, including home visits daily; supports parents with school and wider (eg benefits) paperwork; gives behaviour and parenting advice; As DDSL and part of school Welfare Team, monitors vulnerable pupils and their families</i>	<i>Daily attendance response, including home visits daily; supported a number of parents with school and home issues, eg: sourcing charities to provide new white goods; contacting housing and children's services, supporting Early Help referrals. VoC completed 1:1 to identify and overcome barriers to attendance (eg: emotional-based school-avoidance).</i>	AHT/ PSA	12.07.24
iii	<b>CATS Therapist</b> works with children and families 1 day a week.	<b>Supporting pupils' social, emotional and behaviour needs</b> <b>Communicating with and supporting parents</b> <i>Disadvantaged children with complex issues presenting with poor mental health and self-image are supported in order that negativity does not become disaffected learning. Family counselling</i>	<i>During 2023-24, CATS therapy supported 100% vulnerable pupils with issues such as enabling pupils to avoid permanent exclusions (HMM); supporting pupils with bereavement (HS); engaging in giving strategies for positive self-image with disability (AR)</i>	HT/AHT	12.07.24

		<i>also enhances holistic support for families.</i>			
iv	<b>ELSA TA on staff</b> provides responsive pastoral support to pupils	<p><b>Supporting pupils' social, emotional and behaviour needs</b></p> <p><i>Friendship, negative self-image, anger-management issues addressed through time-limited series of intervention sessions. Children proven to 'turn around' challenging behaviour impacting on their own learning and that of others.</i></p>	<p><i>A large proportion of ELSA time in 2023-24 was dedicated to providing bespoke support for pupils on the cusp of AP. 'Busy box' activities, talking strategies and supporting emotional regulation meant that 2 pupils remained in mainstream school for the majority of the year. Support also given to pupils needing additional SEMH support over lunchtimes and through targeted 1:1 sessions. AM and DM were able to avoid suspensions due to this and additional behaviour support, provided through Pupil Premium funding.</i></p>	AHT	12.07.24
v	<b>Breakfast Club</b>	<p><b>Supporting pupils' social, emotional and behaviour needs</b></p> <p><b>Communicating with and supporting parents</b></p> <p><b>Supporting Attendance</b></p> <p><i>Pupil Premium pupils receive funded places at Breakfast Club, enabling some to have a substantial meal at the start of the day; working parents are supported and persistent late arrivals are improved through Breakfast Club attendance</i></p>	<p><i>3 members of staff are funded through Pupil Premium to run a daily breakfast club. In 2023 – 24, up to 80 pupils were in daily attendance, 77% of whom were vulnerable pupils. Without this support, many vulnerable pupils would arrive at school hungry.</i></p>		12.07.24



vi	<b>Specialist Music Teaching</b>	<b>Extra-Curricular Activities</b> <i>Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences and enables pupils to participate in activities which raise their cultural capital.</i>	<i>Pupils performed for parents and wider community members 3 times during the year. Choir members were asked to sing at a number of community events, including the Trust PD Day in front of 800 staff from Trust schools. The choir (70% of whom are vulnerable pupils) also attended a professional performance of The Lion King as a reward for their excellence in representing the school.</i>	DHT/ Music lead	12.07.24
vii	<b>Drama Teacher: Big Foot Arts</b>	<b>Extra-Curricular Activities</b> <i>Delivers PSHE and citizenship lessons. Develops children's self-confidence, resilience and speaking and listening skills. Provides opportunities for performances to real audiences.</i>	<i>PSHE delivery was not always successful with UKS2 pupils reluctant to participate and behaviour becoming a limiting factor. An after-school club was well-attended only by younger pupils, but 3 performances for parents were well-attended. <b>Discontinue this next academic year.</b></i>	DHT	12.07.24
viii	<b>Yoga Teacher</b>	<b>Extra-Curricular Activities</b> <i>Supports self-regulation and metacognition</i>	<i>Supported a wider range of children to support self-awareness and Early Years physical development (proprioception). <b>However, value was limited. Therefore, this strategy to be discontinued.</b></i>	DHT/ PE Lead	12.07.24
ix	<b>After-School Clubs</b>	<b>Extra-Curricular Activities</b> <i>Supports children in pursuing aspects of the curriculum which engage and motivate them; supports the identification of</i>	<i>Very successful in the academic year 2023-24. A wide range of opportunities offered by staff throughout the year included Drawing, multi-sports, Film, Recorder, Lego,</i>	DHT	12.07.24

		<i>pupils with specific talents and enables further challenge in areas such as sport (eg: county championships), music and enterprise.</i>	<i>French and Dance (in collaboration with a neighbouring school). All clubs from Reception to Y6 were over-subscribed and well-attended.</i>		
x	<b>Subsidised school visits</b>	<b>Extra-Curricular Activities</b> <i>Builds cultural capital in pupils from very deprived and culturally disadvantaged pupils. Enables participation in a broad and balanced curriculum offer and promotes inclusion.</i>	<i>'Immersive experiences' (such as school visits) are a non-negotiable part of the wider curriculum. Pupils developed greater cultural capital through visits to Raby castle, Yorvik Viking Centre, the Al-Masjid Mosque, Saltburn beach, Butterfly World and Saltholme Nature Reserve among others. Additionally, there were visits from an African drum teacher, A London gentleman from 1666 and a Roman soldier.</i>	DHT/ Team Leaders	12.07.24
xi	<b>Providing Uniform</b>	<b>Supporting pupils' social, emotional and behavioural needs</b> <b>Communicating with and supporting parents</b> <b>Supporting attendance</b>	<i>Uniform items and coats provided on an individual needs-driven basis and school PE kits provided daily for lessons. <b>Additional planned uniform items, such as outdoor shoes and coats for EYs are not yet purchased.</b></i>	DHT/ EYs lead	12.07.24
xii	<b>Teaching Assistant support for behaviour</b>	<b>Supporting pupils' social, emotional and behavioural needs</b>	<i>A high staff ratio is a requirement of our context, with so many vulnerable pupils (67% of school population) from disadvantaged backgrounds and many more from low-income households, meaning poverty and multiple vulnerabilities impact on daily life. In 2023-24, additional staffing (TS and JA in Early Years and GL and</i>	SLT	12.07.24

			<i>SS in KS2) to meet the needs of cohorts with extreme behaviour needs was also required.</i>		
				<b>Total budgeted cost:</b>	<b>£239, 158</b>