

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery 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	220
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Brockhurst (Headteacher)
Pupil premium lead	Kelly Brockhurst
Governor / Trustee lead	Simon Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,560

Part A: Pupil premium strategy plan

Statement of intent

At Tillington Manor Primary School, staff are committed to meeting the social, pastoral and academic needs of all pupils regardless of their starting point in life or personal circumstances. Where children are at risk of not flourishing socially, emotionally or academically, we are committed to employing strategies and interventions to alleviate the barriers which may be caused by personal circumstances or gaps formed by missed learning opportunities.

The key challenges faced by our more disadvantaged learners may include: low attainment and progress outcomes; limited support at home due to lack of resources, motivation or aptitude; persistent absence and missed learning opportunities; low confidence and self-esteem that demotivates learners; limited experience beyond the local community; and limited language and communication skills. We understand that challenges are multifaceted and unique to each pupil, therefore we ensure a tailored approach is taken when supporting our more disadvantaged pupils. The spending of our pupil premium funding is inclusive to all pupils and ensures that the needs of all pupils are constantly monitored, assessed and interventions are adjusted accordingly, enabling all pupils to thrive.

The objectives of our pupil premium strategy are based on a current research and evidence base, primarily taken from the Education Endowment Fund (EEF). According to the EEF (2021), 'Great teaching is the most important lever schools have to improve pupil attainment'. At Tillington Manor, supporting and enabling our teachers to deliver high quality teaching and learning is at the forefront of our approach. Therefore, a significant proportion of our pupil premium funding will be spent on professional development to raise teaching standards (including but not limited to, targeted CPD, teaching & learning support, planning support, monitoring & feedback and coaching opportunities). Furthermore, in order to develop a more holistic approach to enabling our more disadvantaged pupils to overcome challenges, we will also be focusing our funding on intervention strategies, cultural capital opportunities and the wellbeing of our pupils.

Alongside this, a portion of our Pupil Premium expenditure will focus on raising standards in reading and maths in-line with DfE (2023) recommendation that:

Based on latest data about the impact of the pandemic on reading and maths - which are the cornerstones of a broad, academic, knowledge-rich curriculum - we expect that spending will include a particular focus on these areas.

To develop self-belief, instil a strong sense of motivation and subsequently broaden aspirations, staff at Tillington Manor Primary School endeavour to:

- embed a school-wide ethos of attainment for all through a nurturing, well-rounded curriculum;
- provide all pupils with high quality teaching and learning opportunities that are supported by both internal and external research;
- focus on individual learners through the use of intervention strategies that enable our more disadvantaged pupils to keep up with their peers;
- help to build well-rounded learners who are able to flourish socially, emotionally and academically by providing cultural capital opportunities that will promote social mobility later in life;
- and provide a responsive leadership style that helps to develop and embed best practice through effective training, modelling, coaching and monitoring opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<p>A core group of pupils in receipt of pupil premium are at risk of not making expected progress in reading, writing, maths and science.</p> <p>A core group of pupils in receipt of pupil premium are at risk of working below the expected standard in reading writing, maths and science.</p>
2	<p>The attendance of our more disadvantaged pupils is below the national average and a greater proportion of these children are categorised as persistent absentees.</p>
3	<p>The social, emotional and mental health needs of disadvantaged learners has adversely affected learning behaviours and motivation.</p>
4	<p>A culture of resilience and high aspirations is required to narrow the gap between disadvantaged and non-disadvantaged pupils.</p>
5	<p>Certain groups of children lack the cultural capital to reach their full potential (e.g. vocabulary, material & emotional understanding, life experiences and expectations) which may in the long term limit the opportunities available to them.</p>
6	<p>Development of parental engagement is required to ensure strong relationships are fostered between school and parents/carers by removing barriers which may limit engagement.</p>

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Intended outcomes

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

Intended outcome	Success criteria
<p>A reduction in the attainment gap between pupil premium and non-pupil premium children in reading, writing, maths and science.</p> <p>Pupil premium children are making accelerated progress to catch up and keep up with their peers.</p>	<ul style="list-style-type: none"> - Data shows that pupil premium children are making strong progress and they are keeping up with their peers. - There is an increase in the number of disadvantaged students achieving ARE and GD in the Key Stage 2 SATs. - There is an increase in the number of disadvantaged students passing the phonics screening check in year 1 and the multiplication tables check in year 4. - Pupil premium children are making expected progress and a higher proportion of them are working at the expected standard across core subject areas. - Interventions and support is in place to ensure that pupil premium children are making expected progress from their individual starting points. - Quality-first teaching strategies are widely implemented. - Metacognition strategies are widely implemented. - Explicit exam, recall and resilience techniques are taught across all core subject areas to drive up pupil confidence, self-esteem and progress. - Pupil premium children are catching up and keeping up with their peers.
<p>Pupil premium children are attending school more regularly and fewer pupil premium children are classed as persistent absentees.</p> <p>Pupil premium children are attending school on time.</p>	<ul style="list-style-type: none"> - Children are attending school at least In line with local and national outcomes. - Children are coming to school on time and not missing key learning opportunities. - The school is working with the families of persistent absentees. - The inclusion team are at the forefront of identifying and dealing with the barriers that prevent some of our pupils from attending school. - The school incentivises all pupils to come into school on time every day.
<p>An improvement in children’s social, emotional and mental health which makes them more willing, motivated learners.</p>	<ul style="list-style-type: none"> - PSHE is timetabled weekly in each year group and also taught when issues arise. - External agencies are utilised to help support and nurture all learners. - Communication with parents is strong and they are a key part of their child’s educational journey. - Teachers are equipped with the skills to safeguard, nurture and incentivise all learners to make the most out of their educational journey. - Assemblies are used to educate all learners on local, national and global issues.
<p>Improved outcomes of disadvantaged students through parental engagement.</p>	<ul style="list-style-type: none"> - Parents’ evening attendance is monitored and alternative meetings are offered for pupils most at risk of falling behind academically. - Extended structured conversations are offered to parents of pupils at risk of falling behind. - Parental workshops are used to showcase curriculum developments and teaching and learning approaches. - Parents of pupils who are not attending school frequently are invited in to speak to the attendance lead and inclusion manager to establish the support required to get children to come into school. - Weekly praise assemblies will be held to showcase children’s work to parents. - Opportunities for parents to come in and celebrate their children are timetabled throughout the year (productions, reading for pleasure mornings, sports day and coffee mornings).

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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: £106,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement the Primary Knowledge Curriculum programme to offer all pupils with a broad and balanced, knowledge-based curriculum that responds to the needs of all pupils.	[A knowledge rich] curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success Alex Quigley for EEF (2019) .	1, 4 & 5
To implement <i>Kinetic Letters</i> , a handwriting programme to work on the following four areas: <ul style="list-style-type: none"> - Making bodies stronger - Letter formation - Pencil hold - Flow and fluency 	Developing spoken language, including vocabulary, is essential for the academic progress of all children. Pupils can develop language comprehension and composition through a literature-rich environment, for example through interactions with adults and by listening to, talking about and learning by heart stories, poems, rhymes and songs. The teacher has an important role in modelling competence as a speaker and listener, contributing significantly to developing pupils' spoken language The English Education Subject Report (2024) .	1, 4 & 5
To continue to deliver a Systematic Synthetic Phonics programme in-line with DfE recommendations. To deliver ongoing training to ensure the effective delivery of the phonics programme. To refine the whole class reading sequence in-line with recommendations outlined in the Reading Framework (2023).	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns (EEF, 2021, Phonics) . It is the responsibility of school leaders to ensure that the teaching of reading is as effective as possible and that a programme of systematic synthetic phonics is implemented successfully. The programme should achieve excellent outcomes for all pupils, including those from disadvantaged backgrounds (DfE, 2023, Reading Framework) .	1, 4 & 5
To close the vocabulary gap between disadvantaged and non-disadvantaged pupils.	To the researchers' surprise, the differences between the families, who were all disadvantaged, in the amount of talk directed to the child were almost as large as those reported in Hart and Risley's much-quoted 1995 study, in which the families differed markedly in terms of their socio-economic circumstances: children with wider vocabularies typically came from wealthier families (DfE, 2023, Reading Framework) .	1, 4 & 5
Use White Rose Maths as an aid throughout KS1 and KS2 to offer all pupils a small-step, mastery-based approach to learning.	Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	1, 4 & 5

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<p>Quality first teaching: CPD to focus on up-to-date research and practice, including but not limited to, trauma informed practice, Rosenshine’s Principles of Instruction, mastery approach and science of learning.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills (EEF, 2021, Mastery Learning).</p> <p>Education involves helping a novice to develop strong, readily accessible background knowledge. It’s important that background knowledge be readily accessible, and this occurs when knowledge is well-rehearsed and tied to other knowledge (Rosenshine cited in Nicholson and Roe, 2021, Herts for Learning).</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils (EEF, 2021, High Quality Teaching).</p> <p>COGNITIVE SCIENCE APPROACHES IN THE CLASSROOM: A REVIEW OF THE EVIDENCE (EEF, 2021).</p>	<p>1, 4 & 5</p>
<p>Quality first teaching: improve the quality and frequency of feedback to pupils through monitoring and CPD.</p> <p>Quality first teaching: ensure pupils have the tools to use metacognitive and self-regulation strategies. Ensure these are modelled effectively in lessons and sufficient feedback is offered to help pupils develop these skills.</p>	<p>Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils (EEF, 2021, Feedback).</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future (EEF, 2021, Metacognition and Self-regulation).</p>	<p>1, 4 & 5</p> <p>1, 4 & 5</p>
<p>Quality first teaching: utilise members of the senior leadership team to develop pedagogy, planning and assessment through effective mentoring and coaching opportunities.</p> <p>Recruit and retain high performing staff members through an effective CPD programme that is delivered by SLT and experts from across the MAT.</p>	<p>Support from senior leaders ... [is] ‘crucial’ to improving teachers’ attitudes towards research (EEF, 2016, Evaluation Report).</p> <p>The Supporting the Attainment of Disadvantaged Pupils document suggests high quality teaching as a key aspect of successful schools (DfE, 2015, Supporting the attainment of disadvantaged pupils).</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF, 2021, High Quality Teaching).</p>	<p>1, 4 & 5</p>
<p>Quality first teaching: Use consultants to develop subject knowledge, refine pedagogy and improve pupil outcomes.</p>	<p>Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful</p>	<p>1, 4 & 5</p>

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<p>Utilise support from the local authority for training opportunities to develop expertise of all teaching staff.</p>	<p>implementation (EEF, 2021, Effective Professional Development).</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD (EEF, 2021, Effective Professional Development).</p>	
<p>Technology and other resources to support high quality teaching and learning</p> <ul style="list-style-type: none"> - New laptops issued to all teachers and support staff. - Visualisers installed in each classroom and learning based to support effective modelling. 	<p>EEF Using Digital Technology to improve learning (2019):</p> <ul style="list-style-type: none"> - Recommendation 1: Consider how technology is going to improve teaching and learning before introducing it. - Recommendation 2: Technology can be used to improve the quality of explanations and modelling. - Recommendation 3: Technology offers ways to improve the impact of pupil practice. - Recommendation 4: Technology can play a role in improving assessment and feedback. 	<p>1, 4 & 5</p>

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

Budgeted cost: £0 – costed above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WELLCOMM– speech and language toolkit.</p> <p><i>Used to identify areas of concern in speech, language and social communication in order to ensure targeted school intervention.</i></p>	<p>Case study- ‘Sandwell Keeps Talking,’ with help from WellComm Early Years</p>	<p>1, 4, 5 & 6</p>
<p>Phonics intervention delivered in-line with the Systematic Synthetic Phonics Programme taught in EYFS and KS1.</p> <p>Phonics intervention and the teaching of Fresh Start reading programme taught to pupils who are at risk of falling behind.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning (EEF, 2021, Phonics).</p>	<p>1, 3, 4 & 5</p>
<p>School led tutoring, booster sessions and 1:1 interventions offered to pupils in year 6 who have struggled to maintain standards in maths and reading.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	<p>1, 3, 4 & 5</p>

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<p>High-quality, targeted interventions delivered by skilled TAs that enable our lower attaining pupils to catch up and ultimately keep up:</p> <ul style="list-style-type: none"> - IEP - 1:1 reading - Reading fluency intervention - pre and post teaching - phonics tutoring - maths club in Y6 - precision teaching 	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver (EEF, 2020, Teaching Assistant Interventions).</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catchup’ with previously higher attaining pupils (EEF, 2020, Teaching Assistant Interventions).</p> <p>According to the EEF (2021) the impact of one-to-one on pupils is +5 months and small group tuition is +4 months. Use of both strategies will enable staff at PPHS to make accelerated progress with our most disadvantaged pupils.</p>	<p>1, 3, 4 & 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support persistently absent pupils who are at risk of making poor progress.</p> <ul style="list-style-type: none"> - Morning sports club is run by Bee Active - Parent meetings with inclusion lead and attendance manager with parents of persistent absentees. - Action plans set for persistent absentees. - Inclusion and pastoral team to offer support to pupils and parents of persistently absent children. - HERO initiative from SCC - Informal meetings with the EWO to signpost support to parents. - Daily review of attendance is tracked and monitored to help identify pupils and families in need of support. - Incentives to motivate pupils to come to school more frequently. - Implementation of DfE attendance and communication toolkit. 	<p>Attendance Interventions: Rapid Evidence Assessment (EEF, 2022) key strategies suggested:</p> <ul style="list-style-type: none"> - Mentoring - Parental engagement - Responsive and targeted approaches - Teaching of social and emotional skills - Behaviour interventions - Meal provision - Incentives and disincentives - Extracurricular activities <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners (DfE, Working together to improve attendance, 2022).</p> <p>Working together to improve school attendance to be implemented from August 2024.</p>	<p>1 - 6</p>
<p>To ensure that our pupils are emotionally ready for learning.</p> <ul style="list-style-type: none"> - Weekly PSHE - Snacks for booster sessions 	<p>1 in 8 children will experience a mental health difficulty growing up. This is more prevalent in children from disadvantaged backgrounds. More than 1 in 4 children aged 8 to 16 years (26.8%) with a probable mental disorder had a parent who could</p>	<p>1, 3 & 4</p>

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<ul style="list-style-type: none"> - Emotion Coaching - Outreach - Lego therapy - ELSA (Emotional Literacy Support Assistance) - Intervention support from Family Support Worker and PIPs team - MHST weekly sessions 	<p>not afford for their child to take part in activities outside school or college, compared with 1 in 10 (10.3%) of those unlikely to have a mental disorder Mental Health of Children and Young People in England, 2023.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (EEF, 2020, Social and Emotional Learning Strategies).</p>	
<p>To provide pupils with the skills, life experiences and knowledge base that will make them well rounded individuals who are able to succeed in the future.</p> <ul style="list-style-type: none"> - Trips to support the curriculum. - Place of worship visits. - Residential trip in Y6&3. - Visitors in school to strengthen T&L. - Hooks to inspire writing for each Talk for Writing unit. - Swimming sessions for all pupils in Y4 - Productions at Christmas and at the end of the year. - Tillington 40 - WCTEM, choir and music tutors. - Afterschool clubs. 	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural visits which can be subject to financial barriers for pupils from deprived backgrounds (EEF, 2020, Arts Participation).</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them (EEF, 2021, Physical Activity).</p>	3, 4 & 5
<p>To improve parental engagement and mitigate factors outside of school that may adversely affect our most disadvantaged pupils.</p> <ul style="list-style-type: none"> - Parent workshops to showcase T&L practices and demonstrate what parents can do at home. - Class assemblies to celebrate achievements. - Parents' evening 2x yearly and catch-up sessions. - Structured meetings offered to parents of pupils at risk of falling behind. - Coffee mornings 	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading (EEF, 2021, Parental Engagement).</p>	1-6
<p>To instil a love of reading in all pupils that enables them to transition from learning to read to reading to learn.</p>	<p>Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy.</p>	1-5

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<ul style="list-style-type: none"> - Contingency budget to supplement <i>lost</i> books. - Books offered <i>reflect realities</i> of all our pupils. - Scheduled time to visit the reading den for children to borrow reading books. - <i>High-low</i> reading books to raise self-esteem for our older children who may struggle with reading. - Provide a reading and writing curriculum that is underpinned by quality literature. - Offer read to learn opportunities throughout the wider curriculum. - Ensure reading for pleasure sessions (DEAR) is timetabled into each class's daily timetable. 	<p>Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning (DfE, The Reading Framework, 2023).</p>	
<p>To embed Emotion Coaching and trauma informed approaches.</p> <p>Trauma-informed school, requires school to:</p> <ul style="list-style-type: none"> -Re-evaluate organisational practices and policies through a trauma-focused lens. -Move beyond traditional models of behaviour management. -Reframe complex behaviours as potential responses to trauma related triggers. -Prioritise the building of trusting, mutual relationships above all else. 	<p>A Trauma-informed approach has been described as one which: 'Realises the widespread impact of (psychological) trauma and understands potential paths for recovery; recognises the signs and symptoms of trauma in clients, families, staff, and others involved with the system; responds by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively resist re-traumatisation. (SAMSHA, 2014).</p> <p>There are many ways that a child and young person's mental health can be nurtured and supported, and evidence increasingly shows that relationships must be prioritised. Good quality relationships are vital for wellbeing, growth and health; especially when a child has experienced adversity or trauma. Education staff are often 'experts' in building relationships and have the power to create and foster a culture of warmth, nurture, kindness and positive relationships within their school environments. (Barnardos)</p> <p>By being a trauma informed school, we strive to continue to have:</p> <ul style="list-style-type: none"> -Calm environments. -Positive Relationships with pupils and parents. -Improved attendance, pupil engagement, wellbeing and learning. -Positive impact on staff confidence to support pupils across school. -Fewer sanctions used, particularly with vulnerable children. 	<p>1, 3 & 4</p>

Total budgeted cost: £106,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><i>New Strategy Cycle 2024-2027.</i></p> <p><i>See previous Strategy Summary</i></p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	Times Tables Rockstars
Phonics complete literacy programme	Read Write Inc – Ruth Miskin
Online Training and Resource Centre	White Rose Maths
Dynamo Maths	Jelly James Publishing
Charanga, an online resource for teachers to support with planning, assessment and resources	Charanga
PE Passport offers schemes of work planned and ready to assess primary children	Primary PE Passport

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>To provide emotional support and well-being services for service children, helping them to cope with the unique challenges associated with military family life.</p> <ul style="list-style-type: none"> • Subsidised residential trip. • Ran small group sessions focusing on social and emotional skills • Offered individual support sessions for pupils experiencing anxiety related to family separation.
<p>The impact of that spending on service pupil premium eligible pupils</p> <p>Feedback from families highlighted increased satisfaction with the support provided by the school.</p> <p>Emotional well-being surveys indicated improved emotional resilience and reduced anxiety among service children.</p>