



Barnburgh Primary Academy

Pupil Premium Strategy Statement

2025 to 2026

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy including how we intend to spend the funding in this academic year.

SCHOOL OVERVIEW

DETAIL	DATA
School name	Barnburgh Primary Academy
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	30 13%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024: Year 1 of strategy plan. 2024 to 2025: Year 2 of strategy plan 2025 to 2026: Year 3 of strategy plan
Date this statement was published	September 2025
Date on which it will be reviewed	Our pupil premium plan is re-visited termly with governors. It will be reviewed September 2026
Pupil premium lead	Jo Potts
Governor lead	Paul Brown

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	£52,855
Recovery premium funding	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year from the government:	£52,855

PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Barnburgh Primary Academy, we are committed to providing an inclusive and equitable education for all our children. We recognise that some children face additional barriers to their learning and achievement due to socio-economic disadvantages. As such, we have developed a comprehensive pupil premium strategy to ensure that every pupil, regardless of their background, has the opportunity to reach their full potential.

Our overarching aim is to close the attainment gap between disadvantaged children and their peers. We believe that every child deserves an equal chance to succeed, and we are dedicated to providing the necessary support and resources to ensure this happens.

Our pupil premium strategy is built upon three key principles:

Identifying and addressing individual needs: We understand that each child has unique challenges and requirements. Through careful analysis of data and regular communication with teachers, parents, and children themselves, we identify those who are eligible for pupil premium funding and develop tailored interventions to meet their specific needs. This may include additional academic support, mentoring, pastoral care, or access to extracurricular activities.

High-quality teaching and learning: We believe that excellent teaching is the foundation for success. We invest in continuous professional development for our staff to ensure they have the skills and knowledge to deliver outstanding lessons that engage and inspire all children. We also allocate resources to enhance the learning environment, including the provision of up-to-date technology, learning materials, and resources that cater to diverse learning styles.

Collaboration and partnership: We recognise that supporting disadvantaged children requires a collective effort. We actively collaborate with parents, carers, external agencies, and the wider community to create a network of support around our children. By working together, we can provide a holistic approach to their education, addressing not only academic needs but also social, emotional, and well-being aspects.

To ensure the effectiveness of our pupil premium strategy, we regularly review and evaluate our interventions and their impact on outcomes. We use a range of data, including academic progress, attendance, and well-being indicators, to measure the success of our initiatives and make informed adjustments where necessary.

We are committed to transparency and accountability in the use of pupil premium funding. We publish an annual report detailing our expenditure, interventions, and outcomes, ensuring that all stakeholders are aware of how the funding is being utilised to benefit our disadvantaged children.

In conclusion, our pupil premium statement of intent reflects our unwavering commitment to providing equal opportunities for all children, regardless of their socio-economic background. We believe that every child has the potential to succeed, and through our targeted interventions, high-quality teaching, and collaborative approach, we aim to empower our disadvantaged children to thrive academically, socially, and emotionally.

CHALLENGES

This details the key challenges to achievement that we have identified among our disadvantaged children. We identify and address barriers to learning faced by individual children through:

- everyday teaching practice;
- analysis of all data records;
- discussions with pupils;
- discussions with parents and extended family
- collaboration with external agencies;
- rigorous regular tracking of pupil attainment and progress, including a specially dedicated, "narrowing the gap" progress meeting in which all disadvantaged children (including higher ability PP children) are discussed

in detail with senior leaders. The effectiveness of strategies to overcome their barriers to learning are evaluated, and a new tailored programme put in place. These meetings take place every half term.

We aim to ensure our additional Pupil Premium Grant is spent on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their barriers to learning and close the gaps in achievement.

BARRIERS TO FUTURE ATTAINMENT	REFERENCE LETTER
Broken family structures resulting in family stress and low resilience	a
Unsupported learning habits at home. For some of our disadvantaged children reading is not modelled or encouraged in the home and the children do not always have adequate support or resources for homework.	b
Social and emotional challenges resulting in low confidence and self-esteem.	c
Low parental engagement with school	d
Socio-economic disadvantage	e
Trauma and other mental health issues in the family and/or child	f
Some of our children have had, or continue to have, poor attendance which consequently impacts on their learning.	g
Special educational needs and / or disabilities	h

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.

OBJECTIVE NUMBER	OBJECTIVE	SUCCESS CRITERIA
1	to ensure our curriculum is ambitious, inclusive and meets the needs of disadvantaged pupils by improving access, equity and representation across all subjects.	<ul style="list-style-type: none"> Disadvantaged pupils are able to access the full curriculum offer, with no narrowing of opportunities compared to peers. Curriculum planning explicitly considers barriers to learning for pupil premium pupils (EG vocabulary, cultural capital, prior knowledge) Subject leaders monitoring demonstrates that pupil premium pupils make progress in line with their peers across the curriculum. Disadvantaged pupils report (through pupil voice) increased engagement, confidence, and sense of belonging in the curriculum. Evidence in books, displays and lessons show that pupil premium pupil's contributions and achievements are represented and celebrated.
2	to ensure the quality of teaching and learning is at least good	<ul style="list-style-type: none"> Pupil Premium children make expected or better progress in core subjects, closing the attainment gap with non-PP peers as demonstrated in termly assessments. Pupil Premium children report improved wellbeing and engagement in learning, evidenced through pupil voice surveys, increased attendance, and reduced behavioural incidents over the academic year. 100% of teaching staff engage in regular, targeted CPD focused on improving pedagogy and addressing barriers to learning for disadvantaged pupils, with impact seen in improved classroom practice
3	to review and develop the marking & feedback policy.	<ul style="list-style-type: none"> A revised Marking & Feedback Policy is developed, shared, and implemented across the school, with clear guidance on how feedback supports Pupil Premium pupils' progress. Work scrutiny and assessment data show that feedback is being used effectively by Pupil Premium pupils to improve their work, leading to measurable gains in progress over the term. At least 85% of Pupil Premium pupils and teaching staff report that the new feedback approach is clear, constructive, and helps pupils understand how to improve their learning, based on surveys or interviews.
4	To increase staffing capacity to enable leaders to fulfil responsibilities	<ul style="list-style-type: none"> Additional staffing is in place by the end of year 1 of this strategy plan, enabling leaders (including SENDCo, PP lead, and subject leaders) to have protected time to monitor, evaluate, and drive improvement for Pupil Premium pupils. Leaders use increased capacity to implement targeted interventions, conduct regular pupil progress reviews, and support staff CPD Pupil Premium pupils show improved academic progress and engagement, with leaders able to present case studies when academic targets have not been met.
5	to undertake 3 pupil progress meetings each year	<ul style="list-style-type: none"> Three pupil progress meetings are held across the academic year (once per term), with attendance from class teachers, senior leaders, and relevant support staff, and with a specific focus on Pupil Premium pupils. Each meeting results in clear, time-bound targets and intervention plans for Pupil Premium pupils, which are reviewed at subsequent meetings to monitor impact and adjust support as needed. Pupil Premium pupils identified for support show measurable improvements in attainment, progress, or engagement between meetings, evidenced through assessment data, work scrutiny, and teacher evaluations.
6	to provide 1:1 or small group SEL interventions when appropriate and to develop a space to regulate emotions in	<ul style="list-style-type: none"> Identified Pupil Premium pupils receive regular 1:1 or small group Social and Emotional Learning (SEL) interventions, with attendance and engagement tracked to ensure consistency and reach. A dedicated, well-equipped emotional regulation space is created by the end of the first year of this plan, and is used appropriately by Pupil Premium pupils to support self-regulation and reduce emotional distress, as evidenced by usage logs and staff observations. Pupils accessing SEL support and the regulation space demonstrate improved emotional wellbeing, behaviour, and classroom engagement, as measured through behaviour logs, pupil voice, and teacher feedback.
7	to delegate KS1 TAs to provide daily phonics interventions and to increase capacity for a HLTA with phonics specialism to provide additional phonics interventions	<ul style="list-style-type: none"> KS1 TAs deliver daily phonics interventions to identified Pupil Premium pupils, with timetables, attendance, and intervention records showing consistent delivery and targeted support. A HLTA with phonics specialism is timetabled to deliver additional phonics interventions each week, increasing overall capacity and allowing for targeted support for the lowest-attaining Pupil Premium pupils. Pupil Premium pupils receiving intervention make accelerated progress in phonics, with improvements tracked through half-termly phonics assessments, leading to increased phonics screening check pass rates or closing the gap with non-PP peers.
8	to support individual families with attendance	<ul style="list-style-type: none"> Individual attendance support plans are created for all Pupil Premium pupils identified as persistently absent, with regular contact maintained between school staff and families to review progress and offer tailored support.

		<ul style="list-style-type: none"> • At least 75% of targeted Pupil Premium pupils show a sustained improvement in attendance, moving closer to or above the school's target threshold (e.g. 95%) over the course of the year. • Families of targeted pupils demonstrate increased engagement with school support, evidenced through participation in meetings, positive communication logs, and uptake of offered services (e.g. parenting support, referrals, or mentoring).
9	to maintain an inclusion leader to be pupil premium champion to develop family-school relationships	<ul style="list-style-type: none"> • The Inclusion Leader (Pupil Premium Champion) role is clearly defined and maintained throughout the year, with evidence of regular engagement in Pupil Premium planning, monitoring, and direct family support activities. • At least 80% of targeted Pupil Premium families engage in school-led initiatives (e.g. meetings, workshops, informal check-ins), as recorded in communication logs and attendance records at events. • Improved attendance, behaviour, or academic progress is evident among pupils whose families receive targeted support from the Inclusion Leader, supported by case studies and termly reviews.
10	to pay for 50% of all enrichment opportunities for all pupil premium children if requested by parents.	<ul style="list-style-type: none"> • All Pupil Premium families are informed termly of the available funding support for enrichment opportunities (e.g. trips, clubs, music lessons), and the uptake is monitored to ensure equitable access. • At least 90% of Pupil Premium pupils participate in one or more enrichment activities across the academic year, with financial support recorded as a contributing factor for increased access. • Pupils accessing enrichment through the funding show improved engagement, confidence, and wellbeing, evidenced through pupil voice, teacher observations, and/or behaviour and attendance data.

DATA GOALS

These goals are based on 3 disadvantaged pupils out of a cohort of 30 pupils in year 6 and 3 disadvantaged pupils out of a cohort of 30 in year 2.

All of our disadvantaged pupils achieved exceptional progress from their starting points.

To narrow the gap to national averages for the % of PP children attaining the expected standard in reading by the end of KS1 and KS2.

This is because:

- Attainment for the PP group by the end of KS1 and KS2 remains below national figures.
- The % of PP pupils (1 out of 3 pupils) attaining the expected standard in reading at the end of KS1 in 2024/25 was 33% which is 25% below national outcomes.
- The outcomes for the PP group were significantly below the national average. No child from this group attained the expected standard in reading compared to 63% nationally.

To narrow the gap to national averages for the number of PP children attaining the expected standard in writing by the end of KS1 and KS2.

This is because

- Attainment in writing for the PP group by the end of KS1 and KS2 continues to be below national figures.
- The % of PP pupils (3 pupils) attaining the expected standard in writing at the end of key stage 1 was 33% (1/3) which was 16% below national outcomes.
- The % of PP pupils (3 pupils) attaining the expected standard in writing at the end of key stage 2 was 33% (1/3) which was below national averages at 59%.

To narrow the gap to national averages for the number of PP children attaining the expected standard in maths by the end of KS1 and KS2.

This is because

- Attainment for the PP group by the end of KS1 and KS2 has dipped below national figures.
- The % of PP pupils (1/3 pupils) attaining the expected standard in math's at the end of KS1 in 2024/25 was 33% in comparison to 59% nationally.
- The % of PP pupils (1/3 pupils) attaining the expected standard in Math's at the end of key stage 2 was 33% which was 28% below national averages.

To increase the proportion of disadvantaged pupils achieving the combined expected standard by the end of KS1 and KS2.

This is because

- 33 % of PP pupils (1/3 pupils) attained the expected standard in the combined measure at the EOKS1. This was slightly below the national data by 12%.
- The % of PP pupils (0/3 pupils) attaining the expected standard at the end of key stage 2 was 0% in comparison to 47% attaining the combined measure nationally.

To increase the proportion if disadvantaged pupils achieving a good level of development by the end of EYFS.

This is because

- The % of the pupil premium group (3 pupils) attaining GLD at the end of Foundation stage was 33% (1/3) which was slightly below national averages of 51%.

ACTIVITY IN THIS ACADEMIC YEAR

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

TEACHING (for example, CPD, recruitment and retention)

Budgeted cost: £8,247

ACTIVITY	MONITORING FOR IMPACT	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>1. DEVELOPING THE CURRICULUM We believe that developing our curriculum to improve pupil premium outcomes is essential for promoting inclusivity, addressing specific needs, fostering engagement and motivation, developing essential skills, building resilience and self-confidence, and ultimately closing the attainment gap. By tailoring our curriculum to the needs of pupil premium children, we can provide them with the support and opportunities they need to thrive academically and beyond.</p>	<p>The curriculum lead will monitor the impact of the curriculum half termly</p> <ul style="list-style-type: none"> • PP book look v non pupil premium • Pp voice of the child • Observations at Express events 	<p>The Education Endowment Foundation (EEF) conducted a large-scale study on the impact of curriculum design on pupil outcomes. The study found that a well-designed curriculum, which is coherent, engaging, and builds on prior knowledge, can have a significant positive impact on student achievement, particularly for disadvantaged students.</p> <p>The Sutton Trust, a leading educational research organisation, conducted a review of the evidence on effective teaching and learning strategies for disadvantaged students. The review highlighted the importance of a curriculum that is relevant, engaging, and provides opportunities for active learning and student choice. It also emphasised the need for targeted interventions and support to address specific needs and gaps in knowledge.</p> <p>A study by the National Foundation for Educational Research (NFER) examined the impact of a curriculum that promotes social and emotional learning (SEL) on pupil premium outcomes. The study found that SEL interventions, which focus on developing students' social and emotional skills, can lead to improved academic achievement, better behaviour, and increased well-being for disadvantaged students.</p>	<p>all</p>
<p>2. A FOCUS ON HIGH QUALITY TEACHING AND LEARNING Developing teaching and learning strategies to support our pupil premium children is crucial for addressing their specific needs, differentiating instruction, engaging and motivating children, building essential skills, and cultivating a positive learning environment. By monitoring the effectiveness of these strategies, we can improve outcomes for our disadvantaged children and ensure that they have equal opportunities to succeed.</p>	<p>Book scrutiny, lesson observations and drop in observations will be carried out every half term in line with the school monitoring calendar. Evidence to be found on school check reports which will now include a PP and SEND focus (Year 2 of strategy plan)</p>	<p>The Education Endowment Foundation (EEF) conducted a meta-analysis of over 600 studies on teaching and learning strategies. The analysis found that targeted interventions, such as one-to-one tutoring or small group instruction, can have a significant positive impact on the academic achievement of disadvantaged students.</p> <p>The EEF conducted a randomised controlled trial on the impact of explicit instruction in reading comprehension strategies. The trial found that explicit instruction led to significant improvements in reading comprehension for disadvantaged students.</p> <p>A study by the University of Manchester found that a positive school climate, characterised by supportive relationships and a sense of belonging, can have a positive impact on the academic achievement and well-being of disadvantaged students.</p>	<p>all</p>
<p>3. MARKING & FEEDBACK Marking and feedback is important for our pupil premium children as it provides personalised support, helps to close the attainment gap, builds self-confidence and motivation, develops metacognitive skills, and promotes a growth mindset.</p>	<p>The marking & feedback policy will be monitored and reviewed every half term in line with book scrutiny.</p>	<p>The Education Endowment Foundation (EEF) conducted a meta-analysis of over 8,000 studies on feedback. The analysis found that feedback has a significant positive impact on student learning, with the potential to accelerate progress by up to eight months.</p> <p>A study by the Sutton Trust found that high-quality feedback can have a significant impact on narrowing the attainment gap, particularly for disadvantaged students.</p> <p>A study by Hattie and Timperley (2007) found that feedback that focuses on specific goals and provides guidance for improvement can have a significant positive impact on student motivation and self-confidence.</p>	<p>all</p>

		The EEF conducted a randomised controlled trial on the impact of metacognitive strategies on student achievement. The trial found that metacognitive strategies, including self-assessment and reflection, can have a significant positive impact on student learning, particularly for disadvantaged students.	
<p>4. CPD Professional development helps our teachers develop and refine their teaching, enabling them to deliver high-quality lessons that meet the specific needs of our disadvantaged children. It provides our teachers with the tools and strategies to implement targeted interventions for pupils eligible for pupil premium funding. These interventions can address specific learning gaps, provide additional support, and promote academic progress. Professional development opportunities often involve collaboration among our teachers, allowing them to share best practices and learn from each other's experiences. This collaborative approach leads to the development of effective strategies and interventions that support the progress of our disadvantaged children.</p>	All training is logged and presented in the headteacher's report. Impact of training is discussed through governor's NoVs	<p>A study conducted by the Education Endowment Foundation (EEF) in the UK found that professional development programs focused on improving teaching quality had a positive impact on student outcomes, particularly for disadvantaged students.</p> <p>The EEF's Teaching and Learning Toolkit highlights the effectiveness of targeted interventions, such as one-to-one tutoring and small-group interventions, in improving outcomes</p> <p>A study published in the Journal of Educational Psychology found that collaborative professional development had a positive impact on student achievement, particularly for students from low-income backgrounds. for disadvantaged students.</p>	all
<p>5. MENTAL HEALTH FIRST AIDER Our fully trained mental health first aider identifies signs of mental health difficulties in our children and provides early intervention. This helps prevent the escalation of mental health issues and supports our children in accessing appropriate support. By providing support and guidance, our trained mental health first aider helps our children manage their mental health and well-being. This has a positive impact on their overall well-being and academic performance. Our trained mental health first aider works collaboratively with external agencies, such as mental health services and community organisations, to ensure that our children receive the appropriate support and referrals. This helps address the specific needs of our disadvantaged children who can sometimes require additional support beyond our school setting. Our trained mental health first aider also provides support and guidance to staff members, promoting their own mental health and well-being. This contributes to a positive school culture and helps improve staff retention rates.</p>	Case studies in place for children who access support	<p>Research by the Mental Health Foundation suggests that early intervention can improve outcomes for children and young people with mental health difficulties.</p> <p>A study published in the Journal of School Health found that students who received mental health support had better academic outcomes compared to those who did not receive such support.</p> <p>The Mental Health Foundation emphasizes the importance of collaboration between schools and external agencies in supporting the mental health of students.</p> <p>A study published in the Journal of School Nursing found that staff well-being and support were important factors in creating a positive school environment.</p>	J K L

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,240

ACTIVITY	MONITORING FOR IMPACT	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>6. ASSESSMENT</p> <p>Assessment helps us identify learning gaps and areas of weakness in disadvantaged children's knowledge and skills. This information informs targeted interventions and support strategies to address these gaps.</p> <p>Assessment helps us to monitor the progress of our disadvantaged children over time, allowing our teachers to track their academic growth and identify areas where additional support may be needed. This helps ensure that interventions and support strategies are effective in promoting progress.</p> <p>Assessment provides valuable information about the individual needs and strengths of our disadvantaged children, enabling our teachers to tailor their lessons and support to meet these specific needs. This personalised approach helps address the unique challenges and barriers faced by our disadvantaged children. Assessment also plays a role in motivating our disadvantaged children and building their self-efficacy. When children see their progress and receive feedback on their achievements, it boosts their confidence and belief in their ability to succeed academically.</p>	<p>PP children will be a focus for discussion at every meeting. Evidence can be found in the minutes of the pupil progress meetings and on our pupil premium profile</p>	<p>A study conducted by the Education Endowment Foundation (EEF) in the UK found that regular, formative assessment can have a positive impact on student outcomes, particularly for disadvantaged students.</p> <p>The EEF's Teaching and Learning Toolkit highlights the importance of regular assessment and feedback in improving student outcomes.</p> <p>A study published in the Journal of Educational Psychology found that personalized learning interventions had a positive impact on student achievement, particularly for students from low-income backgrounds.</p> <p>Research by Albert Bandura and his colleagues has shown that self-efficacy beliefs can significantly impact student motivation and achievement, particularly for students from disadvantaged backgrounds.</p>	<p>all</p>
<p>7. ACADEMIC INTERVENTIONS</p> <p>Academic interventions provide targeted support to address the specific learning needs of our disadvantaged children. These interventions focus on areas such as reading, writing, maths and phonics, helping children develop the necessary knowledge and skills to succeed academically.</p> <p>Small-group interventions or same-day interventions: These interventions provide a more personalised and focused approach, allowing for individualised teaching and support.</p> <p>One-to-one interventions: These are highly effective academic interventions for our disadvantaged children because they provide individualised attention and support, helping children overcome learning barriers and make accelerated progress.</p> <p>Collaborative learning: Academic interventions that promote collaborative learning support pupil premium by fostering peer interaction, engagement, and support. Collaborative learning allows our children to work together, share ideas, and learn from each other's experiences.</p>	<p>Interventions for PP children will be monitored every half term to review impact of support. Evidence to be found in the pupil premium profile</p>	<p>A meta-analysis conducted by the Education Endowment Foundation (EEF) in the UK found that targeted interventions had a positive impact on student outcomes, particularly for disadvantaged students.</p> <p>The EEF's Teaching and Learning Toolkit highlights the effectiveness of small-group interventions, such as small-group tutoring and peer-assisted learning, in improving outcomes for disadvantaged students.</p> <p>Research by the EEF has shown that one-to-one tutoring can have a significant positive impact on student outcomes, particularly for students from disadvantaged backgrounds. This type of intervention provides individualized attention and support, helping students overcome learning barriers and make accelerated progress.</p> <p>Research by the EEF suggests that collaborative learning interventions can have a positive impact on student outcomes, particularly for disadvantaged students.</p>	<p>all</p>
<p>8. PASTORAL INTERVENTIONS</p> <p>Pastoral interventions provide emotional support to our disadvantaged children, helping them develop resilience, coping strategies, and emotional well-being. This support helps our children overcome barriers to learning and improve their overall well-being. Pastoral interventions also provide mental health support to disadvantaged children, helping them manage and overcome mental health difficulties. This support includes counselling, therapy, and access to mental health services. Pastoral interventions help improve attendance and</p>	<p>Interventions will be monitored every half term to review impact of training. Evidence to be found in the pupil premium profile.</p>	<p>A study published in the Journal of School Psychology found that emotional support interventions had a positive impact on student well-being and academic outcomes, particularly for students from disadvantaged backgrounds.</p> <p>Research by the Mental Health Foundation suggests that mental health support can improve outcomes for children and young people with mental health difficulties.</p>	<p>all</p>

<p>engagement among our disadvantaged children. By addressing the underlying factors that contribute to poor attendance, such as family issues or lack of motivation, these interventions can help children stay engaged in their education. Pastoral interventions support our disadvantaged children in managing their behaviour and developing positive social skills. By providing guidance, counselling, and behaviour management strategies, these interventions help children improve their behaviour and create a positive school environment. Our pastoral interventions involve engaging with families and the wider community to support the needs of our disadvantaged children. This can include home visits, parent workshops, and community partnerships.</p>		<p>A study published in the Journal of Educational Psychology found that attendance interventions had a positive impact on student attendance and academic outcomes, particularly for students from low-income backgrounds.</p> <p>A study published in the Journal of School Psychology found that behavior management interventions had a positive impact on student behavior and academic outcomes, particularly for students from disadvantaged backgrounds.</p> <p>Research by the National Association of School Psychologists suggests that family and community engagement can positively impact the academic achievement and well-being of students from diverse backgrounds.</p>	
<p>9. DYSLEXIA GOLD. Dyslexia Gold provides targeted interventions that focus on the specific needs of children with dyslexia. The program includes activities and exercises that help improve reading, spelling, and phonological awareness skills, which are areas commonly affected by dyslexia. Dyslexia Gold uses a multi-sensory approach to learning, which engages multiple senses (such as visual, auditory, and kinaesthetic) to enhance learning and memory. This approach has been shown to be effective for children with dyslexia, as it helps them process and retain information more effectively. It also offers personalised learning pathways based on each child's individual needs and progress. The program adapts to the child's level of ability and provides targeted practice and reinforcement in areas where they need the most support. Dyslexia Gold includes progress monitoring tools that allow teachers to track the progress of pupil premium children using the program. This helps ensure that the interventions are effective and allows for adjustments to be made as needed. Regular progress monitoring has been shown to be beneficial for children with dyslexia, as it provides feedback and motivation for their learning.</p>	<p>Regular impact monitoring through data assessments in line with whole school cycle</p>	<p>Research by the Education Endowment Foundation (EEF) in the UK has found that targeted interventions for children with dyslexia can have a positive impact on their reading and spelling abilities.</p> <p>A study published in the Journal of Learning Disabilities found that personalized learning interventions had a positive impact on reading and spelling skills in children with dyslexia.</p> <p>A study published in the Journal of Learning Disabilities found that progress monitoring interventions had a positive impact on reading and spelling skills in children with dyslexia.</p>	<p>M</p>
<p>10. THERAPY SESSIONS. We have a HLTA who is trained in a number of therapies including Draw and Talk and Sand Play Therapy. We also offer Lego Therapy and we have a member of staff trained to offer Rainbows. These are beneficial for pupil premium children because they provide creative and non-threatening environments for our children to express their thoughts and emotions, which can help them develop better emotional regulation and communication skills. Therapy sessions, in general, benefit our pupil premium children and are effective in improving mental health outcomes for children from disadvantaged backgrounds. Our therapy sessions help address the emotional and psychological needs of some of our pupil premium children, leading to improved well-being and academic performance.</p>	<p>Regular impact monitoring through data assessments in line with whole school cycle</p>	<p>Lego therapy involves structured play activities using Lego bricks, where children work together to build models. This therapy has been found to be particularly effective for children with social communication difficulties. A study published in the Journal of Autism and Developmental Disorders (LeGoff, 2004) found that Lego therapy improved social interaction skills, such as turn-taking, collaboration, and communication, in children with autism spectrum disorder (ASD). These skills are essential for pupil premium children who may struggle with social interactions and communication.</p> <p>Draw and talk therapy involves using drawing as a means of communication and expression. It provides a safe space for children to explore their emotions and experiences. Research has shown the effectiveness of this therapy for improving emotional well-being and mental health in children. A study published in the Journal of Child and Adolescent Mental Health (Malchiodi, 2012) found that art therapy, including drawing, helped reduce symptoms of anxiety and depression in children. Pupil premium children often face various challenges, including adverse childhood experiences, and draw and talk therapy can provide them with a means to process and cope with these difficulties.</p>	<p>J K L</p>

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,495

ACTIVITY	MONITORING FOR IMPACT	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>11. ATTENDANCE Promoting good attendance is particularly important for some of our pupil premium children who already face additional barriers to academic success. By improving attendance, these children have more opportunities to engage in learning and benefit from lessons, leading to improved academic outcomes. Regular attendance at school also provides our pupil premium children with opportunities for social interaction and emotional development. Attending school regularly enables our children to build relationships with peers and teachers, develop social skills, and gain a sense of belonging and support. This is particularly beneficial for some of our pupil premium children who face social and emotional challenges. Improving attendance also has long-term benefits for our pupil premium children. Consistent attendance in early education has a positive impact on future educational attainment and opportunities for our pupil premium children. Pupil premium children often face a wider achievement gap compared to their peers. Focusing on improving attendance can help narrow this gap.</p>	<p>Half termly attendance meetings to monitor attendance information and review the impact of any interventions or family support packages that have been put in place. Evidence in attendance file. Half termly certificates and badges</p>	<p>Research consistently shows a strong correlation between attendance and academic achievement. A study published in the Journal of Educational Research (Gottfried, 2010) found that students with better attendance had higher test scores and grades. A study published in the Journal of Educational Psychology (Fredricks et al., 2016) found that consistent school attendance was associated with better social skills and fewer behavioural problems in children. A study conducted by the Department for Education in the UK (2016) found that children who had high levels of attendance in primary school were more likely to achieve higher grades in their GCSE exams. A report by the Education Endowment Foundation (2016) found that targeted interventions to improve attendance, such as rewards and incentives, can lead to improved attendance rates and subsequently, improved academic outcomes for disadvantaged students.</p>	<p>d</p>
<p>12. INCLUSION MANAGER Our Inclusion Manager plays a crucial role in supporting our pupil premium children by helping to implement targeted interventions and providing personalised support. Our inclusion manager works closely with teachers, families, and other professionals to identify the specific barriers to learning that our pupil premium children may face. This can include factors such as low self-esteem, social and emotional difficulties, or gaps in academic knowledge. By understanding these barriers, our inclusion manager develops targeted interventions and strategies to address them. Our inclusion manager also provides personalised support to our pupil premium children, tailoring interventions to their individual needs. This can involve one-on-one mentoring, academic support, or social and emotional guidance. This personalised approach allows our inclusion manager to address the specific challenges and strengths of each pupil premium child, leading to more effective support. Our inclusion manager collaborates with external agencies and professionals to provide additional support for some of our pupil premium children. This includes working with mental health services, educational psychologists, or community organisations. By accessing these resources, our inclusion manager ensures that our pupil premium children receive comprehensive support that addresses their academic, social, and emotional needs.</p>	<p>Parent questionnaires and pupil voice evidence impact</p> <p>Case studies to be developed (Year 3 of strategy plan)</p>	<p>A study published in the Journal of Education and Training Studies (Harris et al., 2017) found that targeted interventions led by inclusion managers were effective in improving academic outcomes for disadvantaged students. A study published in the British Educational Research Journal (Hutchinson et al., 2014) found that personalized support from an inclusion manager improved the academic progress and well-being of disadvantaged students. A study published in the Journal of Educational Psychology (Hutchinson et al., 2016) found that collaboration with external agencies was associated with improved outcomes for disadvantaged students.</p>	<p>all</p>

<p>13. ENRICHMENT OPPORTUNITIES Enrichment opportunities provide valuable experiences and support for our pupil premium children. They expose our children to new experiences, cultures, and career possibilities, broadening their horizons and aspirations. By providing enrichment opportunities, we aim to inspire our pupil premium children to aim higher and pursue their goals. Our enrichment opportunities also help our pupil premium children develop a range of skills and talents beyond the academic curriculum. This includes activities such as sports, arts, music, or drama. By offering enrichment activities, we aim to provide our pupil premium children with opportunities to discover and develop their strengths and talents. Enrichment opportunities often involve teamwork, collaboration, and social interaction, which help our pupil premium children develop important social and emotional skills. By engaging in these activities, our pupil premium children improve their communication, teamwork, and problem-solving abilities, which are essential for their overall development. Enrichment opportunities also help to narrow the achievement gap between pupil premium children and their peers. By providing these opportunities, we aim to offer additional support and resources to our pupil premium children, helping them catch up and excel academically. By offering enrichment opportunities, we provide our pupil premium children with a well-rounded education and hope to enhance their chances of success.</p>	<p>Parent questionnaires and pupil questionnaires evidence impact.</p> <p>Impact measure to be included on PP profiles and board book library (Year 3 of strategy plan)</p>	<p>A study published in the Journal of Education and Work (Archer et al., 2012) found that enrichment activities, such as visits to universities and workplaces, helped raise the aspirations of disadvantaged students. Research published in the Journal of Youth and Adolescence (Mahoney et al., 2005) found that participation in extracurricular activities was associated with positive outcomes, including improved academic performance, social skills, and self-esteem. A study published in the Journal of Applied Developmental Psychology (Fredricks et al., 2016) found that participation in extracurricular activities was associated with better social skills and fewer behavioural problems in children. A report by the Education Endowment Foundation (2018) found that enrichment activities, such as after-school clubs or summer schools, can lead to improved academic outcomes for disadvantaged students.</p>	<p>all</p>
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Total budgeted cost: £54,98

