

# Sutton in Craven C of E VC Primary School



## Pupil Premium Strategy Statement 2024 – 2027

*Flourish together, in the love of God, to live life in all its fullness.*

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	96 at present including pre school children 88 Reception – Year 6
Proportion (%) of pupil premium eligible pupils	16/89, 18% - allocation from DfE 19/88, 22% - Oct 2024 census
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Mr Orla Gibbons, Headteacher</i>
Pupil premium lead	Mrs Orla Gibbons, Headteacher
Governor / LAC lead	Mr Jamie Burns, lead for disadvantaged pupils Mrs Lynette Brammah, Chair of Governors
Other additional information	26% of PP are children with SEND 16% of PP are children who are LAC or PLAC 5% of PP are children who are service

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680 (based on 16)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£23,680</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and self esteem, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We ensure that all teaching staff are involved in the analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school. We consider fully the needs of Sutton CE children in our decision-making.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help children flourish.

#### **Our ultimate objectives are:**

- To ensure a high quality education for every learner
- To provide targeted academic support for pupils who are not making the expected progress
- To address non-academic barriers to attainment such as attendance and behaviour supporting our children's health and wellbeing to enable them to access learning at an appropriate level.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes, are challenged in the learning that they are set and raise expectations of what they can achieve
- To narrow the attainment gap between disadvantaged and non-disadvantaged children.

#### **We aim to do this through**

- Ensuring that teaching and learning opportunities meet the needs of all children.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.

- We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

**Achieving these objectives:**

The range of provision the Governors consider making for this group include and would not be limited to:

- Providing small group work focussed on overcoming and closing gaps in learning, including running nurture groups.
- Ensuring momentum is maintained in the teaching of early reading and phonics using the Little Wandle Letters and Sounds program.
- That quality first teaching remains a priority in school with CPD matched to staff needs
- 1-1 support
- Behaviour and self regulation support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve at least age related expectations.
- Supporting and assisting payment activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To use our whole school pastoral approach to support the wellbeing and nurture of children, this includes the implementation of THRIVE this academic year (24.25)
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier
- Additional teaching and learning opportunities provided for children.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and Local Academy Council (LAC) throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At Sutton in Craven CE Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children’s achievement in school by engaging in school processes and recognising that parent involvement can make a difference. This year all families eligible for FSM will automatically take them up with an opt out approach should they not wish to receive them. We support and work with our families in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

## Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1 Achievement	Some children are not achieving age related expectations in reading, writing and maths due to gaps in knowledge or other significant need (SEND, attendance)
2 Finance	Financial barriers: the cost of uniform and PE kit, music lessons, school visits and after school clubs is prohibitive for some families.
3 SLCN/Oracy	Speech, language and communication Referrals from staff to SEND team show an increased number of pupils with speech, language, communication and oracy difficulties
4 SEMH	The EMOTIONAL WELL-BEING of our disadvantaged children continues to be a barrier to learning. show weaknesses in learning behaviours, emotional well being and self regulation. Some children physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5 Attendance	A small proportion of PP children have poor ATTENDANCE. 5/19 have attendance less than 90%, 26%
6 Enrichment	Lower Cultural Capital which means some of our children lack opportunities to encounter a range of experiences outside of school. Due to financial constraints, some children are unable to access some EXTRA-CURRICULAR ACTIVITIES that may improve their self-esteem, sense of belonging and feeling of inclusion.
7 SEND	5 of our 19 (26%) children eligible for Pupil Premium finding are also on our SEND register

## 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 Achievement	<p>Disadvantage plays no part in the increase of KS1 and 2 attainment and progress in reading, writing and maths.</p> <p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>Pupils will acquire better phonics knowledge, fluency and comprehension skills. (reading)</p> <p>Pupils will improve their understanding and ability to construct effective sentences whilst using higher level vocabulary. (writing)</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>TAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.</p>	<p>Children to achieve age related expectations in reading, writing and maths- at least 60% across RWM</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p> <p>No (or negative) attainment gap between disadvantaged and non-disadvantaged pupils by end of KS2</p> <p>Targeted pupils receive additional high quality same day intervention and/or small support group interventions that are planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.</p> <p>Consistent implementation of excellent practice and high expectations across the school for writing.</p> <p>TA employed to support disadvantaged children, training in place for TAs on various intervention programmes when needed.</p>

<p>2 Finance and Enrichment</p>	<p>Financial support to cover the cost of school visits and out of school activities and for some families to purchase school uniform improves mental well-being, cultural capital and self-esteem along with sense of belonging of disadvantaged children.</p> <p>Children will have the opportunity to experience a wide range of extra-curricular activities</p>	<p>Disadvantaged children take part in cluster events, educational school visits/trips and residential visits.</p> <p>Disadvantaged children have access to out of school clubs and music lessons</p> <p>All disadvantaged children have the correct school uniform and PE kit.</p> <p>Disadvantaged children will attend schools clubs/extra-curricular activities, where appropriate.</p>
<p>3 SLCN/Oracy</p>	<p>Improved oral language skills and vocabulary among disadvantaged pupils</p> <p>Improved Speech and language provision and diagnosis which will lead to pupils accessing learning</p>	<p>Children’s needs are identified and addressed effectively with support from bought in professional service, i.e. speech and language therapist</p> <p>Assessment and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and KS1.</p> <p>Continued success in the delivery of the NELI programme (Nuffield Early Language Intervention)</p>
<p>4 SEMH</p>	<p>To achieve and sustain improved well-being, resilience and emotional regulation of all our children in Sutton CE, particularly our disadvantaged children.</p>	<p>Sustained high levels of well being and emotional regulation demonstrated by:</p> <p>Qualitative data from pupil voice, staff questionnaires, parent/carer surveys, staff observations, LAC monitoring visits and LDLT trust visits.</p> <p>All staff continue to consistently deliver our Relational behaviour approach reviewed when appropriate to meet the needs of our children.</p> <p>Nurture and pastoral intervention (trained staff) will successfully support individual and groups of children where appropriate.</p> <p>Successful continuation of MyHappyMind across school ensuring children including those eligible for PP develop habits to build resilience, self-esteem and confidence.</p>
<p>5 Attendance</p>	<p>A small proportion of PP children have poor ATTENDANCE. 5/19 have attendance less than 90%, 26%</p>	<p>60% of disadvantaged children to achieve 95% attendance by end of 24.25 (3/5 children)</p>
<p>6 SEND</p>	<p>Pupils with SEND make good or better progress</p>	<p>Termly reviews of SEND support plans, EHCP and PEPs indicate good or better progress from identified starting points for all children.</p>

## 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: **£7,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>White Rose Maths CPD and support 3.5 days Yorkshire Ridings Maths Hub: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Support for maths from another school in the Trust Training is funded however we will fund further teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £2000</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/_documents/media/54222/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>To continue to improve provision in EYFS and Y1 to improve outcomes and promote speaking, listening, communication and Oracy building through work with an Early excellence adviser Early Excellence funded centrally by Trust (Teacher release time - £1000)</p> <p>Resources to promote talk and reading £500</p>	<p>There is evidence of language gaps for disadvantaged pupils at the beginning of school.</p> <p>EEF suggest targeted communication support may be a promising approach to narrow these inequalities.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p>	
<p>Embed the Thrive approach across the school. (Thrive training centrally funded by Trust - school to fund cover for new staff training and resources to develop Thrive room £1000)</p> <p>Fund release time for SLT to monitor strategies to improve mental health and well-being (£750)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	

<p>Continued CPD for all staff across the school for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (TA access to training days and staff meetings £500)</p> <p>CPD: Understanding the Reading Framework – Continued Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance. This will include the Reading Project from NYC in KS2</p> <p>We will fund subject leaders and teachers release time to embed key elements of guidance in school and to access resources and CPD - £1000).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	
<p>Continue our involvement in the Mastering Number programme for KS1 and KS2 .</p> <p>Continue the delivery of ‘One minute maths’ to EYFS and Year 1</p> <p>Continue the delivery of Times Tables Rock Stars across Year 2 to Year 6</p>	<p><a href="https://drive.google.com/file/d/1nJ0xDpbRIMM9ZKUIORPH1OCWq2fCoTJ/view?usp=sharing">https://drive.google.com/file/d/1nJ0xDpbRIMM9ZKUIORPH1OCWq2fCoTJ/view?usp=sharing</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></p> <p><a href="https://www.youtube.com/watch?v=WFySD7xq06Q">https://www.youtube.com/watch?v=WFySD7xq06Q</a></p> <p><a href="https://ttrockstars.com/case-studies/">https://ttrockstars.com/case-studies/</a></p>	1,2
<p>Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms. Fully planned approach to CPD using ‘Teaching Walkthrus’ series by Tom Sherrington and Oliver Caviglioli</p> <p>All staff engagement in ‘in house’ CPD to support Quality first Teaching using our experienced team.</p> <ul style="list-style-type: none"> <li>- Staff meetings dedicated to Teaching and Learning</li> <li>- Subject monitoring for all subject leaders and non-contact time</li> </ul> <p>£1000</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p> <p>We have looked at the capacity of staff within the school and recognise that we need high quality CPD throughout all areas of teaching and learning. A full planned package is in place.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	

	<p><a href="https://educationendowmentfoundation.org.uk">School planning support 2022-23   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a></p> <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p>Purchase of standardized diagnostic assessments (including SEND).</p> <p>Training for staff to ensure that assessments are administered and interpreted accurately.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each child to help ensure that receive the most appropriate additional support (teacher instruction) and intervention available in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom">https://educationendowmentfoundation.org.uk/news/eeef-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom</a></p>	

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

Budgeted cost: £ 7,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure formative and summative assessment systems identify specific areas of struggle in reading, writing and maths for individual children and for groups of children and use to inform quality first teaching, same day interventions as well as targeted interventions</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>Nuffield Early Language Intervention (NELI)</p>	<p>EEF (+6) The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language</p>	



£500	<p>and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	
Additional support staff hours to provide 1:1 and small group interventions in communication and language (EYFS)	<p>EEF Guidance reports on Targeted Academic Support</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Appropriately deploy staff to support Disadvantaged pupil's pastoral needs.</p> <ul style="list-style-type: none"> <li>- Lunchtime support led by staff in school</li> <li>- Lunchtime Hub in place led by staff in school</li> </ul>	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	

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

Budgeted cost: £8,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all PP pupils gain access to trips, visits, visitors, extra-curricular activities and are	<a href="https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-">https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-</a>	

<p>given the chance to learn how to play a musical instrument.</p> <p>Subsidised trips, visits/ visitors, experiences and extra curricular activities for PP children including swimming.</p> <p>£2,500</p>	<p><a href="#">extracurricular-activities/#:~:text=Report%20Overview,tutoring%20than%20their%20poorer%20peers.</a></p> <p>PP pupils do not have access to as many activities which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part.</p> <p>Areas where PP pupils are supported: Transport to swimming lessons</p> <p>Residential visits where financial support may be offered to cover some costs.</p>	
<p>Financial contribution to SELFA (5% of PP funding - £1,184) towards the cost of enabling disadvantaged pupils accessing out of school and holiday clubs</p>	<p><a href="https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/#:~:text=Report%20Overview,tutoring%20than%20their%20poorer%20peers.">https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/#:~:text=Report%20Overview,tutoring%20than%20their%20poorer%20peers.</a></p>	
<p>Continue to provide school's seamless approach to children's mental health, well being and emotional regulation through Zones of regulation, MyHappyMinds, Emotional coaching and Trauma Informed Practice.</p> <p>Continue work with NHS Trailblazers to develop pupil mental health champions, ensuring disadvantaged children are central to this provision Introduce</p> <p>£1000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Contingency fund for acute issues. £500</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
<p>Engage with external agencies to provide opportunities for in school and after school clubs e.g. Kanga after school sports club</p> <p>Peer mentoring</p> <p>£2,000</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	
<p>Well established before and after school support such as breakfast club for pupils.</p> <ul style="list-style-type: none"> <li>- Play Lead time to organise and lead the club</li> <li>- Established referral system for identified key children</li> <li>- resources to provide a balanced breakfast</li> </ul>	<p>We continue to offer free before and after school care sessions for Pupil Premium children and those families in need.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	

- After School Club provides a range of extra curricular activities for all children including those in receipt of PP.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	
Lego Therapy Socially Speaking Time to Talk Access to a play therapist if appropriate (£40 per hour) £2,000 allocated initially, 1:1 or group sessions	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  These interventions are targeted at small groups / individuals with particular social and emotional needs with the aim to promote greater engagement with learning.	
Embedding principles of good practice set out in the DfE's ' <a href="#">Working Together to Improve School Attendance</a> ' advice. This will involve training and implementation of the new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absences.	
Targeted and ad-hoc pastoral support via the pastoral TA and SENDCO for pupils who are experiencing trauma, loss or turbulence Improved social and emotional wellbeing for PP children and other vulnerable pupils.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	

### Total budgeted cost:

Teaching	7,750
Targeted academic support	7,066
Wider strategies	8,684
<b>Total</b>	<b>23,680</b>
<b>From school's budget</b>	<b>180</b>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Please see the Pupil Premium Strategy 23 – 24 document for evaluation of progress against last year's actions.

### Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle
Peer Mentoring	Kanga Sports
After School Sports Club	Kanga Sports
Times Table Rockstars	TT Rockstars
Play Therapist on site	Sarah Turvill
Bespoke Emotional and Mental Health Support – whole school, small group intervention, one to one, parent/carer support	Bradford Mental Health Trailblazing Team
Lego Therapy	Lego-based Therapy
NELI	OxEd and Assessment
MyHappyMind	<a href="https://myhappymind.org/programmes/school-programme/">https://myhappymind.org/programmes/school-programme/</a>
EYBIC (Early Years Based Information Carrying)	Elklan
Zones of Regulation	<a href="https://www.zonesofregulation.com/index.html#">https://www.zonesofregulation.com/index.html#</a>
Emotional Coaching, trauma informed practice	North Yorkshire Virtual School
Thrive practitioner and Thrive lead	THRIVE
Music Lessons (violin and accordion)	North Yorkshire Music Service, Harry Hinchcliffe
Team Teach de escalation and RPI	TEAM TEACH
SELFA – Skipton Extended Learning for All	Skipton Based Charity supporting local children
Time to talk	
Socially Speaking	