

Pupil Premium Strategy Statement

An ambitious and inclusive Trust of Schools

The Ted Wragg Trust has the **highest expectations** for every child, every day, with **social justice** at our core. We are determined for everyone to fulfill their **greatest potential**, to be **the best that they can be**. Our inclusive Trust has a relentless commitment to help **transform lives** through learning.

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Strengthening our communities

The Trust invests its energy and resource to help build **optimistic** and **resilient communities** and relishes the responsibility to grow **exciting futures** for all. We are committed to furthering **social justice** and providing **fairer** and more **inclusive opportunities**.

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Excellent Education

The Ted Wragg Trust puts **children at the centre** of all we do. We deliver a **high quality, knowledge rich** and **inspiring curriculum**. Our caring and inspirational team, work together to equip students with the knowledge, skills and experience to become **compassionate and courageous citizens**, determined to make the world a better place.



Every Child Succeeds

Social justice; transforming lives through learning.

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St James School
Number of pupils in school	972
Proportion (%) of pupil premium eligible pupils	306 (31.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-September 2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lindsay Skinner
Pupil premium lead	Steve Brown
Governor / Trustee lead	TBC

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	297,806
Recovery premium funding allocation this academic year	75,599 (we’ve deemed this as allocated towards staffing (through contact time) and the SEND strategy.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	373,405

Part A: Pupil Premium Strategy Plan

Statement of Intent

St James is a thriving, diverse and ambitious community that is consistently one of the highest performing in the area. We perform so well because from the moment they join us, we ask our pupils to work hard and be kind. These two behaviours epitomise what we think is important for both pupils and staff alike.

We ensure that all of our pupils are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. Our disruption free classrooms enable them to develop into open minded, receptive and kind people, who embrace new ideas and change, and who enjoy life and want to explore it by experiencing new things. The arts are core to our curriculum and are the beating heart of our school.

At the core of our ambitious learning culture is a broad, knowledge-rich curriculum, which is cohesive, cumulative and effectively sequenced. Our curriculum for all pupils is academic, rigorous and challenging, and designed with long-term memory in mind; pupils' knowledge, skills and understanding are cemented by frequent and systematic revisiting.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, 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 will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged pupils they teach, tutor or mentor: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.

- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged pupil is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged pupils.
- We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered. Pupils are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all pupils to broaden their horizons.

We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Weaker literacy skills</p> <ul style="list-style-type: none"> • Pupils in receipt of pp (pp) join us with weaker literacy skills. The average scaled score (SATs) for English for pupils in receipt of pp is 101.86. The average for pupils not in receipt of pp is 104.83. (yr 9-11 as yr7 & 8 did not complete SATs) • In the English Bucket (Lang & Lit) last academic year there was a 0.37 difference in progress between pp and non pp pupils. In EBACC subjects overall there was a 0.81 difference. • The gap between pp and non pp pupils in English Language is 0.15. • 46% of pupils who have a standardised reading score of below 85 are pupils in receipt of pp. • Pp pupils were underrepresented in top set English last year, making up 20.73% of pupils (year 7-10). • Pupils receiving pp were less likely to accept and use their access arrangements for examinations. • Proportionally fewer pupils achieved a distinction in the spoken language endorsement last academic year with 27.43% of non pp pupils achieving a distinction versus 5.14% of pp pupils.

	<ul style="list-style-type: none"> Pp pupils were over represented in literacy groups last year making up 49.3% of pupils.
2	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged pupils are more likely to receive behaviour points, spend time in reset and receive a fixed term exclusion. This has an effect on their academic progress. Last year there were the following number of events on average per pp and non pp pupil: -</p> <ul style="list-style-type: none"> Sent to Time Out: 0.57 (non pp) versus 1.12 (pp). BPs during lesson time: 4.89 (non pp) versus 9.33 (pp). Number of exclusions per student: 0.058 (non pp) versus 0.387 (pp). There were 96 days lost due to FTE for pp pupils and 53 days lost for non pp pupils. This equates to 0.34 days lost to FTE for pp pupils versus 0.078 days lost to FTE for non pp pupils. Visits to reset (2BPs in one lesson): 0.68 (non pp) versus 1.32 (pp). 70% of pupils on Pupil Support Plans are pp pupils. Pp pupils are much more likely to receive detentions. Last academic year, detentions per pp and non pp pupil in each year group were as follows: - <ul style="list-style-type: none"> Y10 (7.2 vs 2.3) Y9 (6.7 v 1.7) Y8 (6.1 v 1.5) Y7 (9.5 v 1.4)
3	<p>Disadvantaged pupils are less likely to read for pleasure which has a detrimental effect on academic progress.</p> <ul style="list-style-type: none"> Only 39 (31%) pupils in receipt of pp took out a library book in 2020-21. 52% of the pupils who do not read regularly as part of Sparx reader are pupils in receipt of pp.
4	<p>Weaker numeracy.</p> <ul style="list-style-type: none"> There was a difference of 0.2 in attainment between pp and no pp pupils in Maths GCSE last academic year. Non pp pupils are over represented in numeracy groups making up 40% of pupils. Pupils in receipt of pp join us with weaker numeracy skills. The average scaled score (SATs) for Maths for pupils in receipt of pp is 101.89. The average for pupils not in receipt of pp is 103.98. (yr 9-11 as yr7 & 8 did not complete SATs)
5	<p>Disadvantaged pupils who are Higher Prior Attainers make less progress than Higher Prior Attainers who are not disadvantaged.</p> <p>In our current year 11, we have 89 high prior attaining pupils, 69 of which are not in receipt of pp, 20 who are in receipt of pp. HPA pupils who are eligible for pp are not making the same amount of progress as non-pp HPA pupils: -</p> <ul style="list-style-type: none"> In maths the gap shows HPAG pupils with pp exceeding non-PP at +0.05. In English the HPAG pp gap is -0.58. The overall HPAG pp vs. Non-pp P8 gap is -0.28. The 5EM gap for HPAG pp vs non-pp is 8.91%. None of our successful applicants for Scholarships or the Reach Academy were pp pupils.
6	<p>Parental engagement and support from home.</p> <ul style="list-style-type: none"> Parents evening attendance – Only 15% of the parents who attended parent evening online meetings were the parents of pp pupils (y8 data only). During the 4 weeks from Jan 25th to Feb 26th 2021, non pp pupils were more likely to access home learning as follows: - <ul style="list-style-type: none"> Week 1 – 100% v 97%

	<ul style="list-style-type: none"> ○ Week 2 – 100% v 97% ○ Week 3 – 99% v 98% ○ Week 4 – 99% v 94% <ul style="list-style-type: none"> ● 79% of the parents of non pp pupils have accessed Class Charts versus 68% of the parents of pp pupils. ● Pp pupils are more likely to not complete their homework. The average number of homework detentions last academic year was 4.1 per pp pupil and 2.19 per non-pp pupil. ● Additionally, pp pupils are 9 percentage points less likely to attend their homework detentions.
7	<p>Pupils do not understand what constitutes a healthy lifestyle and do not consume a healthy diet.</p> <ul style="list-style-type: none"> ● Only 18.5% of pp pupils regularly attended an after school or dance club last academic year compared to 31% of non pp pupils. ● 66% of pupils referred by staff for Y Smart drugs and alcohol support were pp pupils. ● Of the 24 pupils reported as having self-harmed last academic year, 41.7% were pp pupils. ● The majority of pupils receiving pp have been buying grab and go food, rather than a sit-down main meal.
8	<p>Attendance and Punctuality issues.</p> <ul style="list-style-type: none"> ● 36.4% of pupils in receipt of pp were persistently absent last academic year. ● 12.5% of sessions were missed due to absence for pupils in receipt of pp (in comparison to 8.1% nationally). ● On average, pupils in receipt of pp are late to school 0.57% of the time. Pupils not in receipt of pp are late, on average, 0.19% of the time. ● Pp pupils are more likely to be late for lessons. The average number of lates per pupil last year was 0.49 (non pp) versus 1.05 (pp).
9	<p>Complex family situations.</p> <ul style="list-style-type: none"> ● 76% of Children In Need last academic year were pp pupils. ● 100% of our pupils under Child Protection were pp pupils. ● 68% of pupils in receipt of Early Help last academic year (y7-10) were pp pupils.
10	<p>Accumulation of skills and experiences needed to improve social capital and life aspirations.</p> <ul style="list-style-type: none"> ● None of our successful applicants for Scholarships or the Reach Academy were pp pupils. ● Pp pupils are under-represented in the prefect team, making up 22.6% of prefects. ● All 5 of our NEET pupils last academic year were pp pupils. ● Only 18.5% of pp pupils regularly attended an after school or dance club last academic year compared to 31% of non pp pupils.

Intended Outcomes and Review

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.

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved literacy skills	<p>The attainment gap in the spoken language endorsement between disadvantaged and non-disadvantaged pupils will reduce.</p> <p>100% of students entitled to PP passed their spoken language endorsement.</p>			
	<p>Book looks show that disadvantaged pupils use academic sentence structures.</p> <p>Book looks this year show that academic sentence structures are used almost consistently across students entitled to PP.</p>			
Behavioural issues addressed	<p>There will be a reduction in behaviour points for pupils in receipt of pp.</p>			
	<p>There will be a reduction in Resets for pupils in receipt of pp.</p>			
	<p>There will be a reduction in suspensions for pupils in receipt of pp</p>			
	<p>Student voice will show that pupils in receipt of pp feel supported through their waved interventions and pastoral data supports this.</p>			
Pupils eligible for pp to maintain positive attitudes to reading and to develop pleasure in reading.	<p>All pupils read at least 5 books per year in canon.</p>			
	<p>Learning walks will show children utilising reading strategies from our common reading policy. They will read out loud when asked.</p>			
	<p>There will be an increase in the number of disadvantaged pupils taking books from the library so that it is in line with their non-disadvantaged peers.</p>			

Improved numeracy	<p>The maths attainment and progress gap between disadvantaged and non-disadvantaged pupils will reduce.</p> <table border="1"> <thead> <tr> <th>Maths</th> <th>DS</th> <th>Non DS</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>P8 2021</td> <td>0.38</td> <td>0.36</td> <td>0.02</td> </tr> <tr> <td>A8 2021</td> <td>4.35</td> <td>4.43</td> <td>-0.08</td> </tr> <tr> <td>P8 2022</td> <td>0.35</td> <td>0.39</td> <td>-0.04</td> </tr> <tr> <td>A8 2022</td> <td>4.68</td> <td>5.42</td> <td>-0.74</td> </tr> </tbody> </table>	Maths	DS	Non DS	Gap	P8 2021	0.38	0.36	0.02	A8 2021	4.35	4.43	-0.08	P8 2022	0.35	0.39	-0.04	A8 2022	4.68	5.42	-0.74			
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20_21 Numeracy group 40% PP																								
<p>The attainment and progress gap for Higher Prior Attainers in Mathematics will reduce.</p>																								
<p>Pupils in years 7 and 8 will be able to fluently recall their times tables and number bonds.</p>																								
Higher rates of progress across KS3 & KS4 for high attaining pupils eligible for pp.	<p>More pupils in receipt of pp identified as Higher Prior Attainers will achieve scholarships and gain places at Exeter College's Reach Academy.</p> <p>2021: 12 applied for Reach Academy. 0% successful applicants were PP.</p> <p>2022: 7 students applied for Reach Academy. 2 of them were entitled to Pupil Premium (=29%)</p>																							
	<p>A proportionate number of pupils in receipt of pp identified as Higher Prior Attainers will be part of our School Leadership Team.</p>																							
	<p>Evidence of greater depth of learning will be evident in books looks.</p>																							

Increased parental engagement and support from home.	The number of parents of pupils eligible for pp attending parent/carer evenings will be in line with their peers who are not in receipt of pp.	Yellow		
	All pp pupils will complete and bring in KO work daily.	Red		
	The number of parents of pupils eligible for pp with access to ClassCharts will be in line with their peers who are not in receipt of pp.	Red		
Pupils eligible for pp will know what constitutes a healthy diet and will participate in some form of exercise outside of school weekly.	Families and pupils will feel well informed about what an appropriate healthy diet looks like.	Red		
	Our disadvantaged pupils will be able to identify what is/is not a healthy diet.	Red		
	There will be an increase in the amount of participation in exercise for our disadvantaged pupils through our elective programme.	Green		
	Canteen sales of the sit-down meal will increase. w	Green		
Increased attendance rates and punctuality for pupils eligible for pp.	The number of persistent absentees among pupils eligible for pp will reduce.	Yellow		
	Overall pp attendance will be above national.	Yellow		
	There will be a reduction in the number of pp pupils late to school.	Yellow		
Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured to further understand and address barriers to educational success. We have written a survey that will go out shortly and we have signed up to partake in Edurio.	Yellow		
	Pupils that have been affected by adverse childhood experiences will feel supported. 30% of cohort now have ACE score measured. ACE screening is now part of admissions process. Waved survey will feed in.	Yellow		

	PP pupils with complex family situations will be supported through Early Help and will meet at least three times each academic year.			
Pp pupils to accumulate the skills and experiences needed to improve social capital and life aspirations.	Every pp pupil will take part in at least one elective activity per week. 100% of PP students are participating in electives			
	Every pp pupil will attend at least 1 school trip each year. In progress. Trips have now started running again. Enrichment week will facilitate this.			
	There will be at least a proportionate number of pupils in receipt of pp in leadership positions, clubs, teams, trips etc.			
	Every pp pupil will have a careers interview in KS4.			
	Every pp pupil will have the opportunity to have lessons and graded examinations in a musical instrument. SAB has asked MXM/CXB. 6 drum lessons			

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: £148,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching programme of teacher development and training including the use of PassPro.	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.	1-5
English over staffing to provide small group literacy and English support.	The EEF found that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need. Diagnostic assessment can be used to assess the best way to target support.	1 & 3

A targeted additional literacy curriculum.	Myhill (2012) showed grammar in context teaching improved test scores: ‘a simple two-sample t-test suggests a highly significant ($p < 0.001$) positive effect size of 5.11 percentage marks for the intervention in terms of improvement in writing attainment.’ The EEF found that reading comprehension strategies have a high average impact of 6 months additional progress over the course of a year.	1 & 3
We are a member of the PiXL network of schools which collaborate, share best practice and equip leaders to drive improvement in schools.	Nationally, PiXL schools outperform non-PiXL schools in terms of progress 8.	1-10
All pupils use Knowledge Organisers for their home learning.	Roediger et al state that ‘regular retrieval practice is important, because active retrieval aids later retention. Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge. Ebbinghaus’ model of the forgetting curve demonstrates that active recall is an effective means of retaining long term knowledge. Sweller’s cognitive load theory has implications for learning materials which must, if they are to be effective, keep cognitive load of learners at a minimum during the learning process.	1 & 5

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

Budgeted cost: £74,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use Lexia Literacy as a targeted intervention.	Based on the strength of existing studies, Lexia’s large user base across England and a strong alignment to their guidance reports on improving Literacy, the EEF identified Lexia as a promising program to investigate and are currently evaluating its effectiveness in 50+ primary schools. Lexia UK sent various datasets in 2007 and again in 2012. Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in	1, 3

	comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading	
All pupils will take the NGRT 3 times per academic year.	The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.	1, 3 & 4
A daily Homework Club for 2 hours after school each day led by trained staff.	The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 3 & 6
Targeted support delivered by trained Teaching Assistants.	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1 & 2

Wider strategies (for example, related to Personal development, attendance, behaviour, wellbeing)
Budgeted cost: £ 74,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Manager.	The EEF found that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	2, 6, 8, 9
School Mentor– Delivering Early Help and counselling as well as signposting wider interventions.	The EEF found that, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds.	2, 6

<p>The Electives Programme – Compulsory enrichment for 1 ½ hours each week incorporating creativity, activity & service.</p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills are more important in determining life chances.</p>	<p>2, 8, 10</p>
<p>Breakfast Club .</p>	<p>Evaluation from the EEF found that in schools where there were free of charge, universally provided breakfasts before school, there was an average of 2 months’ additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance.</p>	<p>8, 11</p>
<p>Targeted use of external providers (Chances and The Bridge) who help pupils to remain in mainstream education.</p>	<p>Research shows that early intervention has a significant impact to a child’s development leading to improved outcomes for children with developmental delay, including higher intelligence (IQ), and increased social and daily living skills (Boyd et al., 2014; Magiati, Tay, & Howlin, 2012; Prior, Roberts, Roger, & Williams, 2011; Warren et al., 2011). Young children with developmental delays who receive the recommended early intervention have a much greater chance, later in life, of living independently securing employment and developing meaningful and lasting friendships and relationships with long-term research showing benefits for children as they grow and develop (Howlin, 1997).</p>	<p>2, 8, 9, 10</p>
<p>All pupils receive high quality careers advice.</p>	<p>The EEF found that ‘young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need’. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidence of positive social outcomes.</p>	<p>5, 10</p>
<p>A school minibus.</p>	<p>Research for The Social Mobility Commission by the University of Bath has reported that household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music and sport.</p>	<p>2, 5, 7, 10</p>

	<p>The Ofsted framework has identified three barriers to participation in extra – curricular activities:</p> <ul style="list-style-type: none"> • The direct cost of an activity and /or the associate costs of equipment or transport. • Difficulties managing family logistics (timings and schedules) • Concerns about physical safety of children traveling unaccompanied from school to another venue 	
Safeguarding lead and home liaison officer.	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>‘Improving Attendance Guidance Report’ and ‘Working with Parents to Support Children’s Learning Guidance Report’ from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.</p>	2, 6, 8
Pastoral Support Manager.	<p>The EEF found that the average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	2, 6, 8, 9

Total budgeted cost: £327,440

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sparx reader	Sparx
Sparx maths	Sparx
Lexia	Lexia

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have 3 service children.</p> <p>Our service children have benefitted from the various approaches to pastoral support outlined above as well as participation in our enrichment programme.</p> <p>We place great importance on ensuring that our pupils understand what Remembrance Day means and place great emphasis on marking this occasion appropriately.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Increased student outcomes.</p> <p>Pupils felt more involved in the school community.</p>