The Oaklands Primary School Pupil Premium Strategy Statement 2023 – 2024

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

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

School overview

Detail	Data
School name	The Oaklands Primary
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	184 pupils = 43%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ava Sturridge-Packer (Chair of Governors)
Pupil premium lead	David Barker - Principal
Governor / Trustee lead	Dafydd Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Funding	£27,260
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	£300,800

Part A: Pupil premium strategy plan

Statement of intent

The Oaklands Primary has high ambitions for all pupils, irrespective of their background or the challenges they face. Our aim is to ensure all pupils make strong progress and achieve even higher standards. We believe that with the correct support all pupils can achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils, including the pupils who are already high attainers, achieve our aims.

Our objectives are to:
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Ensure all pupils are able to read fluently and with good understanding so that they can access the breadth of the curriculum
- Ensure all pupils are fluent in the fundamentals of mathematics, so that they develop conceptual understanding and the ability to recall and apply their mathematical knowledge rapidly and accurately
- Ensure all pupils attend school regularly
- Make sure pupils access a wide range of opportunities so that they develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers and support staff with high quality CPD in order to ensure that pupils access effective quality first teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap. This approach will also benefit the non-disadvantaged pupils in our school.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to visits, workshops and first-hand learning experiences.
- Provide opportunities for all pupils to participate in experiences to broaden their understanding of the world.
- Provide opportunities for all pupils to participate in a broad range of enrichment activities including the arts.

Our approach will be responsive to challenges (see below) and individual needs, rooted in robust diagnostic assessment rather than assumptions about how well disadvantaged pupils can achieve. The approaches we have adopted complement each other and are underpinned by current research in relation to helping pupils excel. To ensure our approach is effective, we will:
- Ensure disadvantaged pupils are challenged in the work that they're set
- Constantly reflect, review and monitor strategies and implementations to ensure the highest level of impact.
- Act early to intervene at the point pupils' need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Language and vocabulary** Assessments, observations, and discussions with pupils indicate that disadvantaged pupils throughout the school have underdeveloped oral language skills and vocabulary gaps.
2	**Writing** Internal assessments indicate that while there have been some improvements, writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Some pupils are finding it difficult to maintain their writing stamina. Presentation and grammatical errors require rectification. Self-editing of work needs developing further.
3	**Phonics** Disadvantaged pupils have lower attainment in phonics compared to their peers in Reception and Year 1. By the end of Year 2, the difference in phonics outcomes reduces.
4	**Reading** Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Assessments show a lack of complex reading comprehension reading skills linked to cultural capital and lack of wider experiences.
5	**Maths** Internal assessments indicate that while there have been some improvements, attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Assessments show general fluency proficiency needs developing further, including number fluency. Assessments also identify the need for further work on pupils understanding reasoning questions
6	**Attendance** Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3.8% lower than for non-disadvantaged pupils. Persistent absence for disadvantaged pupils is double that of non-disadvantaged pupils.
7	**Cultural Capital** Pupils' experiences are limited. This has restricted their broader understanding of the world.
8	**Social and Emotional learning of pupils** In recent years, there has been an increase in the number of pupils requiring social and emotional support.

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. Improved oracy and vocabulary.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
2. Improved writing outcomes for disadvantaged pupils.	Writing outcomes across the school show that the attainment gap between disadvantaged pupils and pupils nationally reduces so that standards are similar to national figures by the end of KS2.
3. Improved phonics outcomes among disadvantaged pupils.	Phonics outcomes in EYFS and KS1 show that the attainment gap between disadvantaged pupils and pupils nationally reduces so that standards are at least in line with national figures.
4. Improved reading outcomes for disadvantaged pupils.	Reading outcomes across the school show that the attainment gap between disadvantaged pupils and pupils nationally reduces so that standards are at least in line with national figures by the end of KS2.
5. Improved maths outcomes for disadvantaged pupils.	Maths outcomes across the school show that the attainment gap between disadvantaged pupils and pupils nationally reduces so that standards are at least in line with national figures by the end of KS2.
6. To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and pupils nationally reduces. The persistent attendance of disadvantaged pupils will be in-line with pupils nationally.
7. To enhance disadvantaged pupils' knowledge, skills and understanding of the wider world, through visits, extra-curricular activities and experiences.	Observations and monitoring show that disadvantaged pupils have a broader general knowledge and understanding of the wider world. There is a significant increase in participation of enrichment activities amongst disadvantaged pupils. This results positively on educational outcomes and the personal development of pupils.
8. To improve the Social and Emotional learning of pupils, particularly the disadvantaged.	Observations and monitoring show that disadvantaged pupils have strategies to become more self-aware, self-regulate, socially aware, have developed relationship skills and responsible decision-making skills

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: £40,800

Activity	Evidence that supports this approach	Challenge number(s) addressed

Professional development of staff
 	
This will include:
– Subject Knowledge training
– Planning support
– Analysis support
– Language development
– Live Feedback
– Cognitive and metacognitive strategies
– Support staff intervention training, including Welcomm, 1stClassMaths, Little Wandle
 	
We will cover the costs of staff training and fund teacher release time to attend and embed training into practice.
 	
Coaching and mentoring staff on a 1:1 basis. Cover the costing of release time to work with staff.
	Ensure that professional development effectively builds staff knowledge, motivates staff, develops teaching techniques, and embeds effective practice. The mechanisms that make up effective professional development can be split into 4 groups, each of which fulfils a different role.
	
	Professional development can:
	A. Build knowledge
	  – Managing cognitive load
	  – Revisiting prior learning
	B. Motivate staff
	  – Setting and agreeing on goals
	  – Presenting information from a credible source
	  – Providing affirmation and reinforcement after progress
	C. Develop teaching techniques
	  – Instruction
	  – Social support
	  – Modelling
	  – Monitoring and feedback
	  – Rehearsal
	D. Embed practice
	  – Providing prompts and cues
	  – Prompting action planning
	  – Encouraging monitoring
	  – Prompting context specific repetition
	  –
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development
	
	Feedback:
	Research suggests that the provision of high-quality feedback can lead to an average of eight additional months progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback.
	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback
	
	Metacognition:
	1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).
	3. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.
	4. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.
		1, 2, 3 and 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Support staff development and Intervention training: 1. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on children's learning. 2. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217	
Writing Enhancement of our approach to teaching writing in line with the latest DfE and EEF guidance. Funding will include: – Support from an English consultant – Release time for staff to work with consultant – In class coaching	Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include: – pre-writing activities; – structuring text; – sentence combination; – summarising; – drafting, editing and revising; and sharing. Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced and until the child is capable of completing the activity independently. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4
Phonics and Reading Purchase additional wordless and decodable books to further support high quality teach of phonics. Purchase new bridging resources from Little Wandle to support pupils in year 2. We will fund teacher release time for training in elements of key guidance. The Early Reading lead will continue to work with the English Hub to develop effective practice. Trial and purchase of Reading Plus to support	1. Phonics has a positive impact overall (+5 months). It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with	2

fluency of reading across the school	decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	
	4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	
	5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	
	6. Case studies from Reading Plus indicate the positive impact this has on proficiency of reading, understanding of complex vocabulary, increasing reading speed, and comprehension of texts.	
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Maths Enhancement of our maths teaching and curriculum planning in line with the latest DfE and EEF guidance. We will fund teacher release time for staff to attend: − Teaching for Mastery − Specialist Knowledge of the Teaching of Mathematics − Numbersense Maths − FirstClass@Maths training − In class coaching to work alongside maths leads and Maths Hub	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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	3
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3, 4

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy and Language Development Continued enhancement of our language teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time for attendance at the following CPD opportunities. – Welcomm – Voice21 Oracy	1. On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. 2. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided on a one-to-one basis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/wp-content/uploads/2022/03/Voice21-Impact-Report-2022-v22-print.pdf	1
Reduction in class sizes Reduce Year 6 classes from 30 to 20 for core subjects. Provide additional staff in Year 6 to support with targeted teaching of disadvantaged pupils	Reducing class size has a positive impact of +2 months, on average. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=Reducing%20class%20size%20has%20a,effective%20relative%20to%20other%20strategies	2, 3, 4
Support staff deployment and interventions Continue to provide training and release time for support staff to deliver targeted interventions, including: Little Wandle phonics keep up and catch up SALT inteventions Welcomm interventions 1stClass@Maths interventions	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. Schools should use structured interventions with reliable evidence of effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5, 6
One to one and small group tuition The school will contribute towards the cost of tuition for	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/one-to-one-tuition Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 2, 3, 4 and 5

pupils in year 1, 2, 4 and 6. This year, schools need to contribute 40% of tuition fees and NTP will contribute 60%. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	https://educationendowmentfoundation.org.uk/small-group-tuition Small group tuition has an average impact of four months' additional progress over the course of a year.	

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training for staff to enhance existing procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	5
Understanding of the world / Extra-Curricular experiences Enhancement of our existing enrichment curriculum with support from Service for Education and Birmingham Hippodrome Education Network Purchasing of workshops and trips/visits to broaden pupil knowledge	The average impact of arts participation on other areas of academic learning appears to be about an additional three months' progress. Improved outcomes have been identified in English, mathematics and science. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
Provide additional support staff to support with social and emotional needs. Additional learning mentor to support the increasing number of pupils with social and emotional needs	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	1, 2, 3, 4, 5, 6. 8

	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Parental Engagement Continued parent workshops and communication. We will fund teacher release time to deliver parent workshops. We will provide resources to support parents with learning at home.	1. Parental engagement has a positive impact on average of 4 months additional progress. 2. Tailoring school communications is essential to encourage positive dialogue about learning. 3. Parental engagement strategies are typically more effective with parents of very young children. 4. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3 and 4

Total budgeted cost: £300,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Review of expenditure 2022 – 2023.

1 - Language and Vocabulary:
Pupils' oracy skills are improving across the school. The continued development of explicit teaching of Tier 3 and Tier 2 vocabulary and work with Voice21 and Dialogic teaching has resulted in an increase in the number of pupils who can confidently articulate their learning using subject specific vocabulary. The continued focus on targeted speech and language interventions has had a positive impact on pupils, in particular the disadvantaged. Welcomm has supported Early Years pupils to develop their ability and confidence in speaking in full sentences using standardised English by the time they leave reception.
Next steps: To continue to use Welcomm to support pupils in early language acquisition and particularly in the nursery. Continue to work alongside the Early Years consultant in strategies to promote and develop language in the early years. Additional training in supporting disadvantaged pupils in expanding their vocabulary.

2 – Writing:
Focused staff CPD and support from an external English consultant has increased staffs' subject knowledge in the teaching of writing. The stamina of pupils' writing is increasing, and pupils are becoming more self-aware of the skills needed to develop their writing further. While there was not a gap between the performance of disadvantaged and all pupils at Key Stage 1, a gap remains at Key Stage 2 (see table below).
Next steps: Writing continues to be a priority for next academic year. Increased staff subject knowledge professional development will be threaded throughout the year, with a particular focus on overcoming barriers to letter formation, basic sentence structure and demarcation and pupil's stamina for writing in a range of genres. This will be support through continued work with an English consultant.

3 – Phonics and Reading:
A range of strategies were implemented to target the disadvantaged and raise attainment, including phonics interventions in the Early Years, additional support for targeted pupils (including the lowest 20%), reading to pupils daily to explicitly model prosody and fluency and regular opportunities for pupils to develop their reading skills across the curriculum. CPD focused on the reading domains, building pupils' stamina in reading, and comprehension.
The continued focus on embedding and refining the systematic phonics scheme and our approach to reading, has resulted in an increase in staff subject knowledge and an improvement in pupil outcomes in Reception and Year 1.
Ongoing CPD and support from Little Sutton English Hub has ensured staff are up to date with developments and have a secure understanding of a systematic phonics approach. Staff were able to identify gaps and needs of individual pupils in order to plan intervention activities. The additional phonics resources have strengthened the provision of reading, to ensure all pupils had adequate access to decodable books.
Next steps: To continue strong practice currently in place, including additional focus on rapid catch-up interventions for disadvantaged pupils. To explore and utilise new resources aimed at supporting pupils

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in year 2 and moving into key stage 2. In KS1 and KS2, the in-school gap between the disadvantaged and all pupils was 12%. This will continue to be an area of focus next academic year.

4 – Maths:

The continued focus on staff development through specialist programmes (including Teaching for Mastery and Specialist Knowledge of the Teaching of Mathematics) has had a positive impact on the teaching of arithmetic. This is shown by the improvements in pupils' ability to recall strategies and methods, in particular pupil's skills in arithmetic. In school data shows an increase in pupil's ability to use strategies effectively and efficiently.

There is an increasing number of pupils articulating their learning confidently. Pupils have increased in confidence when completing a reasoning and problem-solving tasks.

In the Key Stage 2 end of year tests, all pupils outperformed the disadvantaged pupils by 10%. In the Key Stage 1 end of year tests, all pupils outperformed the disadvantaged pupils by 5%.

Next steps: Continue to develop scaffolding and adaptations to meet the needs of disadvantaged pupils. Embed a resource to support staff in the teaching of number formation. Continue to develop teachers' pedagogical knowledge regarding effective modelling, in particular sustained shared thinking.

	Percentage		
	All Pupils	Disadvantaged	In School Gap
EYFS – GLD	67%	48%	-19%
Phonics Year 1	77%	58%	-19%
Phonics Year 2	88%	81%	-7%
Key Stage 1 – Year 2			
Combined	48%	48%	0%
Reading	66%	54%	-12%
Writing	50%	50%	0%
Maths	72%	67%	-5%
Y4 Multiplication (25 marks)	41%	30%	-11%
Key Stage 2 – Year 6			
Combined	48%	38%	-10%
Reading	54%	42%	-12%
Writing	68%	53%	-15%
Maths	58%	48%	-10%

*Still awaiting national data

5 - Attendance:

The Pastoral Lead and the Educational Welfare Officer have supported families in improving the attendance of identified pupils. Absence among disadvantaged pupils was 1.6% higher than their peers and persistent absence 8.4% higher. This gap remains similar to the previous year. The gaps in persistent absence are slightly larger than in previous years.

Next steps: Persistent absence is a focus of our 2023 -2024 plan with increased opportunities for awards for good attendance and punctuality. Further work is planned with the Local Development Offer Partnership for 2023 – 2024.

6 – Cultural Capital:

The enhancement of our arts and wider curriculum has benefited all pupils. Curriculum workshops have developed pupils' knowledge and skills in the wider curriculum. Monitoring shows that pupils are able to recall more information and make links across subjects. All pupils have been able to go out of school on Educational Visits this year or have visitors in school. Pupil Premium has been used to support those who are disadvantaged so everyone can attend. Educational visits have been subsidised to ensure that all our pupils receive a well-rounded, culturally rich education. The arts curriculum has been enhanced by having a specialist singing teacher deliver weekly lessons to pupils. This has improved pupil confidence and oracy skills. The work with Birmingham Hippodrome (HEN project) has also contributed

to pupils' oracy and confidence, as well as improving pupils' knowledge in the wider curriculum subjects.
Next steps: Continue to enhance our curriculum with workshops and visits, supporting all pupils, in particular the disadvantaged.

8 – Social and Emotional learning of pupils:
The enhancement of our pastoral support has benefited our most vulnerable pupils. Learning Mentor interventions and external counselling support has focused on helping pupils develop coping strategies, enhance motivation, raise aspirations and encourage re-engagement with learning. Pupils who received support from the pastoral staff improved in attendance and learning outcomes, including those who are disadvantaged.
Next steps: Continue to develop the roles of the learning mentors to support pupil needs, including a focus on emotional needs and regulation needs in order to ensure pupils are ready for learning.

In 2023 – 2024, we will continue to:
- Develop our pupil's language and vocabulary
- Work alongside The English Hub (Little Sutton)
- Enhance our reading provision, including use of online programmes to support reading fluency.
- Work alongside a maths consultant and deliver bespoke interventions to target pupil gaps in knowledge and skills.
- Work alongside an English consultant to focus on pupil independence and stamina of writing.
- Continue to work with the EWO, with a particular focus on persistent absence and the use of an evidence-informed framework for improving attendance.
- Develop our pupil's cultural capital through workshops, educational visits and through our work with Services for Education and Birmingham Hippodrome.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Little Wandle Phonics	Little Wandle
Times Table Rockstars	Maths Circle Ltd
Voice 21	Voice 21
NTS Tests	Rising Stars
Welcomm	GL Assessments