# Pupil premium strategy statement
# 3-year Plan 2023 -2026

This statement details our school's planned use of pupil premium funding to drive forward the achievements and attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the academic year 2024 25.

## School overview

| Detail | Data |
| --- | --- |
| School name | CARLTON ROAD ACADEMY |
| Number of pupils in school | 454 Nov 24 |
| Proportion (%) of pupil premium eligible pupils | 42.4% Nov 24 |
| Academic year/years that our current pupil premium strategy plan covers | **3 YEAR PLAN 2023 24** <mark>**This document is for 2024 25**</mark> **2025 26** |
| Date this statement was published | November 2024 |
| Date on which it was reviewed | Review due Autumn 2025 |
| Statement authorised by | Clare Coyle |
| Pupil premium leads | Clare Coyle/ Lorraine Reed/ Kirsty Deamer |
| Report compiled by | Clare Coyle |
| Governor / Trustee lead | |

## Funding overview

| Detail | Amount final values |
| --- | --- |
| Pupil premium funding allocation this academic year | £230, 889 |
| Recovery premium funding allocation this academic year | NA |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £19,736 |
| **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. | £250,625 |

# Part A: Pupil premium strategy plan

## Statement of intent

Carlton Road Academy serves a diverse and multi-cultural community close to the centre of Boston. The locality has some of the most statistical deprivation by national comparisons. Although the actual location of the school appears less so, the catchment areas where most of the children live are different IDACI neighbourhoods with very low indices of deprivation. This has not improved in recent times, our FSM % has risen from low 30% in 2022 to over 42.4% at November 2024.

However, to measure the circumstances that impact our children by family income alone belies a bigger picture of disadvantage. Some of our families who are entitled to benefits provide a more stable home than those where both parents are working, as these are often employed to work anti-social zero hours shifts wrapped around a range of childcare arrangements. Others may live in multi occupancy homes or be transitory. New to country arrivals may not have the language or eligibility to apply for benefits. Whilst being very mindful of our neediest families, for the reasons given above we do not discriminate in the spending of our school budget between those who have tax credit benefits and those who do not. Access to the range of assistance we may need to deploy to support our children is not means tested and no one is unable to participate on the grounds of not being in receipt of pupil premium. One of the ways we can achieve this is to use pupil premium funds to contribute towards the cost of *whole* school resources, which means *all* children have access to *more* high-quality interventions and support mechanisms than would otherwise be possible. As a result, given a level playing field in terms of the mixture of other needs in a cohort our FSM children and non-FSM children achieve broadly the same results, sometime FSM children achieve better outcomes. Where there is a gap it is almost always less than the national figure. We believe this endorses our intent and strategy.

We want our children to be knowledgeable about the world around them and to develop the skills and values to be successful and make positive contributions to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. To reach these goals our children need an emotionally literate school, with robust academic processes coupled with a rich co-curriculum that will offer a range of wider experiences. We combine these aspirations for the children in our ethos, values and code of conduct; we have a broad sociological understanding of the very big picture of cultural capital and a clear vision of the opportunities we want our children to experience. We are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop their many positive attributes whilst gaining more. To achieve this learning at Carlton Road is engaging, interactive and includes a range of experiences within the classroom and beyond.

Pupil premium enables us to bridge many gaps that exist between statistically where we are and where we are desirous our children will be at the end of their years with us. Our planning is aligned to the EEF "Tiered Approach" to pupil premium spending in its updated format for September 2024.

Our key principles as laid out below are linked into the EEF's 3 tiers:

- High Quality Teaching
- Targeted Academic Support
- Wider Strategies

The alignment of our key principles of moves us towards our aspirational vision for all our pupils, that is:

- All children receiving and engaged by accessible Quality First Teaching – from Nursery to Year 6,
- Developing our staff to ensure their practice is as effective as possible
- Accelerating academic progress so that children with gaps in their learning have them closed so they can then reach and exceed expectations
- Opening up opportunities for participation in the wider curriculum to broaden horizons
- Supporting the wider picture of children's lives within their communities – forging links with families

We focus on approaches that:

- Are individually tailored to the strengths and needs of individual pupils and groups
- Include strategies for retention and retrieval
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Are evidence-based, to inform the best use of funding
- Are focussed on clear short-term goals providing opportunities for pupils to experience success
- Include regular, high-quality feedback from teaching staff.
- Generate results that can be effectively assessed, and next steps /targets put in place
- Emphasise relationship-building, both with appropriate adults and with their peers
- Raise aspirations through access to high-quality educational experiences
- Offer an emotionally intelligent approach, setting of clear boundaries, routines and expectations
- Reinforce the positive
- Build self-esteem, confidence, and resilience
- Provide learning support (both one to one, in small groups, in fluid intervention "classes", at whole Year Group level) led by both Teachers and TAs
- Deliver enrichment activities that offer children the opportunity to develop talents and raise their aspirations over and above the national curriculum

# Challenges

This details the key challenges to achievement that we have identified in our academy. They exist in varying degrees among our disadvantaged pupils and many of our other children too.

| Challenge number | Detail of challenge |
|---|---|
| 1a | School Readiness- In comparison to the EYFS framework age related expectations, many pupils join the school with poor social and communication skills (vocabulary & oracy). This can impact on children's ability to access early phonics and reading skills, which in turn impacts future writing.<br><br>Left unaddressed deficit of language and vocabulary impacts on children's engagement with books, and the ability of developing reading skills effectively, writing is weaker as a result. |
| 1b | Vocabulary deficit also impacts on children's mathematical progression as they may struggle with problem solving in context. |
| 2 | As many children have little access to a range of high-quality reading materials outside school to promote the love of reading; we need to invest in books to meet school needs and over and above this. We need reading environments, teaching and support for children not just for "learning to read" and comprehend, but to bring pleasure, fascination, vocabulary enhancement and engagement too. |
| 3 | For a range of reasons (including parental mental health) some parental engagement with our academy is less than the ideal children need to thrive in school: this can look like having time to spend with their children to support access to devices and therefore online learning tools, homework help, reading with and to children, not responding to the school's correspondence, not attending parent's evenings as examples. The school then has to compensate for this. |
| 4 | Low-income families both those entitled to PP and many others struggle to provide the basic needs for children: breakfast, lunches, uniform, coats and shoes. Extras such as trip contributions are noticeably lower than in the past. This can impact on pupil aspirations, confidence and self esteem. |
| 5a | Language barriers between school and families contribute to difficulties engaging families within their children's learning. |
| 5b | Children starting the school at various times throughout the year, some with no prior English or previous experience of being in an Educations setting require interventions and small group work to "catch up". |
| 6a | Social and emotional development is often low owing to the children's life experiences outside school.<br><br>Cognitive load as a result managing complex emotions and adverse childhood experiences reduces children's capacity to learn and retain information. |
| 6b | Gaps in the experiences of many of our children in the wider world can impact on aspiration, self-esteem, and confidence. This can include lack of knowledge around healthy eating and access to physical activity. |
| 7 | Our disadvantaged pupil's attendance compared with non-disadvantaged tends to be poorer; many families struggle to get their children to school, some of different cultural heritage have differing priorities around school attendance particularly in early years and KS1. Poor attendance requires compensating for in school with intervention. |

# Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, (which is reviewed at the end of each academic year end during the 3-year period) and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Pupils entering EYFS make accelerated progress from their starting points – especially in communication & language | % of PP chn achieving GLD compared to non-PP chn closes<br><br>Greater % of PP chn achieve ELG in communication & language |
| Work collaboratively with families to ensure that PP chn attend school regularly.<br>Engage increasing numbers of parents to understand the importance of education.<br>Support parents in supporting chn with schoolwork and life | Attendance of PP chn is in line with National (96%)<br>Decrease in PP chn being classed as PA<br>Attendance of parents at Parents Eve, Curriculum Evenings, offering of homework clubs<br>Increase in engagement with Early Help |
| To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. | Achieve national average progress scores in KS2 Reading, Writing, Maths<br>Gap between attainment of non-pp with pp chn narrows or has closed. |
| Ensure disadvantaged chn receive a rich and broad curriculum, which is aspirational and challenging – aimed at inspiring chn to achieve to bridge the cultural gap and increase life chances | Children's engagement with wider curriculum, Sports Clubs – PP children attendance is the same as non fsm<br>Positive attitudes to learning (pupil Voice, Interviews)<br>Trips, Visits, Visitors logged/feedback received.<br>Increase/sustained push on exploring wider opportunities for PP chn (initiatives, trips out, career links etc.) |

# 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.

## High Quality Teaching  (for example: Assessment, CPD, resources)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Assessment** <br> Release time for staff to effectively analyse their formative and summative assessment for PP children: identifying gaps quickly and *setting appropriate learning plan targets and interventions to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.* <br> *To include interventions for emotional literacy* <br><br> *Supply contribution @ £100/ day* <br> *1 day per year group £100 x 7 £700 Autumn term* <br> *1 day per year group £100 x 7 £700 Spring term* <br> **Total £1,400** | Feedback Toolkit "Teacher Feedback To Improve Pupils Learning" <br><br> **Feedback Approaches and educational attainment in children and young people** <br> **The impact of Feedback on student attainment: a systematic review Published**: August 2021 <br> Authors: Mark Newman, Irene Kwan, and Karen Schucan Bird (EPPI-Centre, UCL Institute of Education); Hui-Teng Hoo (Nanyang Technological University, Singapore) | 1a <br> 1b <br> 3 <br> 5b <br> 6a |
| **Language and Oracy** <br> Ensure that disadvantaged children achieve in line with non-disadvantaged children in phonics. <br> All staff, including. TAs to receive relevant training and updates on Little Wandle phonics teaching & delivery, including catch up programmes and SEND interventions and resources. <br> TA support for small groups and interventions, may need to compensate for no reading at home. <br> Further quality resources provided as required to heighten presence of reading for pleasure – headteacher attending OU Teachers as Readers group <br> • book corner stock and fixturing – furniture <br> • communal areas to include reading offer <br> • library enhancements and stock <br> Heightened focus on language and vocabulary acquisition across the school – Grammarsaurus – Place Value of Grammar implementation to support targeted vocabulary delivery implementation of key aspects of the programme during 2024 – formal roll out Sept 2025 as part of writing contribution. <br> Investigation of Oracy interventions <br> **Total contribution £4,500** | Communication and Language Approaches – EEF Vocabulary in Action <br><br> Oral Language Interventions <br> We Need To Talk Oracy Education Commission Report.pdf <br><br> Open University TaRG <br> https://ourfp.org/schools-teachers/teachers-reading-groups/ <br> Phonics <br> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1a <br> 1b <br> 2 <br> 4 <br> 5b <br> 6a <br> 6b |
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| **Professional Development for teachers and support**<br><br>o Investigate becoming a "Thinking School" to enhance memorable learning, retrieval, meta- cognition, self esteem – University of Exeter<br>o Release time for teacher's taking NPQs :<br>JB Maths<br>LW EYFS<br>BR High Quality teaching<br>KD Behaviour Culture<br>CC Exec Leadership<br>o **Consultancy support**<br>    o Reading CPD – Targeted 20 % / Reading into Writing Jeannie Bulman<br>    o Growing nonfiction writers – Chris Whitney<br>    o Jenny Cook – Problem Solving (Maths)<br>o Grammarsaurus implementation CPD<br>o LEAD school SEND CPD for Teaching Assistants (booked through Eventbrite).<br>o<br><br>*CPD: Contribution £4000* | EEF Effective Professional Development –<br>Sims et al 2021<br>What are the characteristics of teacher professional development that Increase pupil achievement.<br><br>University of Exeter<br>https://www.thinkingmatters.com/thinking-school-accreditation/impact-of-thinking-schools | 1a<br>1b<br>2<br>4<br>5b<br>6a<br>6b |
|  | | |
| Technological Support for teaching resources that support diagnostic assessment and tools to contribute to the accurate assessment and targeted support for children using QFT & targeted interventions (small group/1:1 work) to narrow the progress and attainment gap between disadvantaged & non-disadvantaged pupils<br>  o PiXL<br>  o Insight<br>  o Tapestry<br>  o Provision Map/EduKey<br>  o PIVOTS<br>    *Contribution to subscriptions £2000* | EEF Using Digital Technology to improve Teaching<br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 | 1a<br>1b<br>2<br>3<br>5b |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Group work and tutoring**<br>Employment of specific 1:1/small group tutoring focussing on maths (Y2,4,6) and phonics/reading (Y2)<br>To retain our academic mentor and small group tutoring for a further year funded by PP as NTP/ Recovery grants have expired.<br><br>*Contribution £40,000* | Small Group Tuition Toolkit<br>EFF – National Tutoring Programme: NTP Academic Mentoring<br>Teach First - Academic Mentoring Programme review | 1a<br>1b<br>2 |
| **Teaching Assistant Deployment**<br><br>Contribution to the school's teaching assistant support team to deliver<br><ul><li>in class intervention</li><li>small group work</li><li>1:1 readers</li><li>Colourful Semantics</li><li>EAL induction and support</li><li>small group assessments</li><li>phonics groups EYFS/KS1</li><li>phonics intervention KS2</li><li>managing misconceptions</li><li>verbal feedback</li><li>pastoral care</li><li>co-regualtion</li><li>emotional literacy support</li><li>parental contacts</li></ul><br>*TA Support Staff: £145,000* | EEF Making Best use of Teaching Assistants | 1a<br>1b<br>2<br>3<br>4<br>5a<br>5b<br>6a<br>7 |
| | | |
| Use of intuitive learning platforms such as RockerBox and Spelling Shed to close the vocabulary, reading and spelling gap resulting in improved outcomes for children's speaking & listening, reading, and writing skills. Platforms can also be used for homework.<br>Contribution to<br>*Contributions £2,000* | EEF using digital technology to improve learning | 1a<br>1b<br>2<br>3<br>5a<br>5b |
| Use of Dynamo Maths intervention programme providing targeted academic support to close the gaps in children's maths knowledge, meeting the needs of disadvantaged children and SEND.<br>Delivered by both class teachers and TAs | EEF - Digital Technology Guidance (p. 9, 10, 18)<br>EEF Improving Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (p. 9, 26, 27) | 1a<br>1b |

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| Contribution:<br>**£1,000** | The White Paper sets out targets to have 90% of students meeting the expected standard of reading, writing and maths by key stage 2 and to increase the percentage of students achieving this level in the worst-performing areas by one third | 4 |
| | | |
| White Rose – Whole school curriculum approach<br>*Contribution £150* | EEF Improving Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf | 1b<br>3<br>6a |
| Use of Times Tables Rock Stars / Numbots programme providing targeted academic support to close the gaps in children's times tables.<br>Enables multiplication to be practiced at home.<br>*Contribution £200* | EEF - Digital Technology Guidance (p. 9, 10, 18)<br>EEF Improving Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (p. 9, 26, 27) | 1b<br>3<br>5b<br>6a |
| Use of Flash Academy to support the acquisition of English as a second language.  Flash Academy is based on the strategies devised by the Bell Foundation whose work is validated.<br><br>*Contribution:*<br>*£1,000* | "The only EAL resource recommended by the NAHT and ASCL"<br>EEF  - Digital Guidance Technology (p.18)<br>To enhance proficiency levels in the English level for EAL pupils in listening, speaking, reading and writing. Flash Academy, which is based on The Bell Foundation (a strong research-based tool to help teachers to recognise the language achievements and needs of EAL pupils across the curriculum) has therefore been purchased as a validated learning platform to enable EAL learners to quickly acquire language and support their learning across the curriculum. | 1a<br>1b<br>2 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Free access for children eligible for FSM to Breakfast Club.<br>No charge for any child for access to After School Clubs. | **EEF breakfast Provision**<br>https://educationendowmentfoundation.org.uk/education-evi-dence/evidence-reviews/free-school-breakfast-provision | 3<br>4 |

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| *Salary for breakfast staff £8,000*<br>*Provisions £1250*<br><br>*NB any income from non FSM families who pay £1 a day is offset against the above (last year this was £1,948)*<br><br>*Nett breakfast Club costs funded by PP budget for 24-25 est £7250*<br><br>*Afterschool Clubs – Elite : contribution to cost of coaches £3,000*<br>*Resources for ASCs - £1,000* | **How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice**<br>Published September 2019<br>Authors: Nick Axford[1], Vashti Berry[2], Jenny Lloyd[2], Darren Moore[2], Morwenna Rogers[2], Alison Hurst[2], Kelly Blockley[1], Hannah Durkin[2] and Jacqueline Minton[2]<br>[1] University of Plymouth<br>[2] University of Exeter<br><br><br>EEF - WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING  - Summary of recommendations.<br><br><br>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance | 6a<br>6b<br>7 |
| Contribution to the cost of employing our own attendance officer and family welfare officer to ensure that families with poor attendance are supported effectively and those who need early help or support with difficulties that link home and school (TAC etc) can access timely and familiar guidance and help. In order that these children are in school and ready to learn.<br><br>*Contribution: £15,000* | | |
| Ensuring all children "belong" at Carlton Road<br>Disadvantaged children to have access to funding for trips, visits and extracurricular opportunities.<br>(Which ensures that the curriculum is balanced and carefully sequenced, as it  allows opportunities for cultural development for all children.)<br><br>Support for families struggling to provide uniform for children.<br><br>*Support Fund: £3000 (uniform, trips etc.)*<br>*Contributions to PGL residential for Y6 £2,500* | Goldsmiths University and the National Children's Bureau<br>https://www.ncb.org.uk/belongingmatters/literaturereview<br><br>*"At the National Children's Bureau, we've collaborated with researchers from Goldsmiths, University of London, to delve into the concept of 'belonging' in schools. This comprehensive literature review explores how belonging is defined, measured, and its crucial impact on pupil outcomes, culminating in best practice recommendations for fostering a sense of belonging and addressing policy implications.*<br><br>*Our findings underscore the profound significance of belonging for academic engagement, motivation, and achievement, as well as for self-esteem, mental health, and overall wellbeing.#*<br><br>***Extracurricular activities***<br><br>*Participation in extracurricular activities is a key factor in enhancing school belonging. Pupils report positive feelings linked to engaging in activities that contribute to their school community, reinforcing positive mental health outcomes. Even moderate participation in extracurricular activities can yield benefits, with involvement in too many activities not necessarily increasing the sense of belonging further. Both boys and girls benefit from participation in extracurricular activities, making it a valuable component of a whole-school approach to fostering belonging."* | 3<br>4<br>6a<br>6b |
| To build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Tracy Johnson FWO– to offer targeted social and emotional support. Nic Drummond for attendance. Cost covered above, | 'Mentoring interventions involve pairing young people with an older peer or adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge (EEF Teaching and Learning Toolkit, 2021).The interventions evaluated by studies included in this review needed to have some focus on young people's school attendance' and in her | 3<br>4<br>5b<br>6a<br>7 |

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| **CPD and resources for Wellbeing Work**<br> **£1250** | role as Attendance Officer, Nicola and Tracy are perfectly placed to offer this intervention.<br>EEF – Attendance Interventions – Rapid Evidence Assessment (March 2022).<br>'Teaching of social and emotional approaches. These approaches aim to build social and emotional skills and outcomes that have been shown to be correlated with school attendance. For example, approaches might build pupils resilience or self-regulation skills that might assist when social and emotional barriers to attendance do arise.' | |
| All children to access a high-quality music education including chance to perform, play instruments and listen to live acts. To be taught by skilled professional musicians throughout school as a musical journey.<br><br>*Contribution Young Voices £1,100 Participation in choral work with Boston Paris outreach £1,400* | In line with the government report: The Power of Music to change lives.<br><br>Voices Foundation: The benefits of music activity for disadvantaged children | 4<br>6b |
| | | |
| Use of the BOXALL profile to assess children's social and emotional needs.<br>**Subscription to Boxall and resources £900** | Now you see us: Identifying and responding to the scale of social, emotional, and mental health needs in primary school children.<br>Dr Florence Ruby<br><br>An exploration of the impact of the Emotional Literacy Support Assistant (ELSA) programme on wellbeing from the perspective of pupils<br><br>Natasha Krause, Laura Blackwell & Simon Claridge | 6a |
| Tracy Johnson – Family Support Worker to work with those families who are less-inclined to engage in order to promote attendance at school, learning and engagement.<br><br>Tracy Johnson to engage with those EAL families in order to share attendance expectations, what learning looks like in school and through workshops/drop-in sessions, to offer support as required. | EEF - WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING - Summary of recommendations:<br>Offering 'regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.'<br><br>'Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.'<br><br>'Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents.' | 3<br>4<br>5a<br>5b<br>6a<br>6b<br>7 |
| Tracy Johnson to communicate with parents annually in August, in order to improve attendance at the start of the academic year. | EEF – Attendance Interventions – Rapid Evidence Assessment (March 2022).<br>'Parental communication interventions aim to increase awareness of the consequences of absenteeism or target commonly held parental misbeliefs undervaluing the important of regular attendance. The aim of these interventions are that | 3<br>5a<br>5b<br>7 |

| | | |
|---|---|---|
| | greater awareness or eradicating misconceptions will lead to guardians' taking a more active role in improving their student's attendance. Communication can occur in a range of ways including email, phone-calls, text messages and post, varying in quantity and time of day. Typically, these messages state information about the importance of attendance and add in specific information about the child's attendance history' | |
| Whole School subscribed to Skills Builder programme to build knowledge of careers and support them in planning for their future. This will help to raise aspirations and widen their perspective of the world. This encompasses being able to speak to 'real people' in careers through web links and the local authority "Start Small Dream Big" programme for careers.<br><br>EYFS career crates.<br><br>Year 6 Little Leaders Library<br><br>Web subscription to career videos on line "Spark"<br><br>Continuation of the Mini Duke award club offered to children from key stage one. Outdoor and indoor adventure activities to support children in the development of valuable life skills.<br><br>***Contributions to careers education £3,000*** | EEF What is the impact of careers education on improving young people's outcomes? States the following:<br><br>Careers education works best when it is personalised and targeted to individuals' needs from an early age.<br><br>Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers.<br><br>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.<br><br>EEF guidance on adventure learning states it has a positive impact on outcomes such as self-efficacy, motivation and teamwork. | 3<br>4<br>6b |

# Summary of Spend

| Summary | High Quality Teaching | £11,400 | |
|---|---|---|---|
| | Academic Support | £189,350 | |
| | Wider Strategies | £37,900 | |
| | Contingency Funding | £12,000 | |
| | | | |
| | Total | £250,650 | |
| | Carry over | -£25 | |
| | Allocation | £250,625 | |
| | Comprised of | £230,889 | PP 24-25 |
| | | £0 | Recovery |
| | | £19,736 | 23 24 carryover |

# Part B: Review of outcomes in the previous academic year Sept 24 review of Year 1 of this 3 Year Cycle

(NB the end of year 2022 23 is on the last document for that cycle)

## Pupil premium strategy outcomes

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## 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 |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
|---------|---------|
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | |