



# Pupil premium strategy statement



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	Paulton Infant School
Number of pupils in school	210 2022-2023: 207
Proportion (%) of pupil premium eligible pupils	16% Oct 22 – 38 chn = 18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2021 Update December 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Emily Omell Headteacher Dave Howson Chair of Governors
Pupil premium lead	Chloe Butcher, Deputy Headteacher
Governor / Trustee lead	Jenny Wareham, Governor lead for disadvantaged pupils Belinda Deery - Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385
Recovery premium funding allocation this academic year	£ 4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2022-2023</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44, 705

# Part A: Pupil premium strategy plan

## Statement of intent

Paulton Infant School commits to working collaboratively and collectively with schools across The Partnership Trust to eliminate the disadvantage gap.

Our school aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

We will do this through:

- Supporting our disadvantaged pupils to be in the best place possible to access learning
- Supporting disadvantaged pupils to adjust socially and emotionally so they are better placed to access high quality teaching
- Supporting disadvantaged pupils to succeed academically
- Work hard to develop effective relationships with families and focus on those pupils who need us most
- Intelligent analysis of both hard and soft data to identify attainment gaps and barriers to achievement
- Use of evidence based training, supported by reflective practice and coaching

During the period of the strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language skills; writing; fluency in maths, cultural capital and social and emotional resilience.

Our expectation at Paulton Infant School is that all pupils, irrespective of their background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. We place reading at the heart of Paulton Infant School.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will

- Adopt a whole school “deliberately bothered” approach in which all staff take responsibility for disadvantaged pupil’s outcomes and recognise the impact they make
- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point which it is needed
- Support the delivery of school-led tutoring to provide specific interventions for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, especially those in the early years.</i></p> <p><i>Our baseline assessments on entry to Reception class show that 50% of disadvantaged learners arrive below age related expectations in Communication and Language. Baseline also shows 80% of PP children are below typical in the 'whole child' breakdown. All PP Children at baseline were boys.</i></p>
2	<p><i>Internal and external data show some disadvantaged pupils attain less well in the Y1 phonics check and are making slower progress in securing their phonic knowledge, impacting on their development as readers.</i></p> <p><i>Assessments show that 36% of disadvantaged pupils passed the Y1 phonics screening and 44% of all Y1 pupils were below the expected level for ARE</i></p> <p><i>2021-2022</i></p> <p><i>64% met Y1 phonics</i></p> <p><i>43% met reading ARE</i></p>
3	<p><i>Our assessments, discussions and observations show that pupils writing has been disproportionately affected during school closures, including strength/ stamina for writing, spelling and structuring writing compositions.</i></p> <p><i>In every year group the number of disadvantaged pupils achieving the expected standard in writing is lower than in reading or maths particularly in Year 1. In Year 2 the expected % for reading and writing is the same at 38% but still lower than maths and lower than non-disadvantaged pupils. (PP nos achieving Age related R 36%; Y1 13%; Y2 38%)</i></p> <p><i>2021-2022</i></p> <p><i>Y1 writing 43% met ARE (same as reading above)</i></p> <p><i>Y2 writing 23% met ARE</i></p>
4	<p><i>Our assessments, discussions and observations show that a lack of number fluency is hindering progress in maths for some disadvantaged pupils, particularly girls.</i></p> <p><i>33% of Y2 disadvantaged girls in 2020-2021 were working at the expected standard or above in maths across the school compared to 71% of non-disadvantaged girls.</i></p> <p><i>Lowered in 2021-2022 17% of girls in Y2 at ARE (others in this group SEN register)</i></p> <p><i>Y2 non dis girls 63% at ARE</i></p>
5	<p><i>Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our disadvantaged pupils.</i></p>

	<i>Within school 82% of disadvantaged pupils are identified as needing additional support with SEMH needs and are accessing ELSA / play Therapy / Mentoring / Nurture provision. Since the pandemic teacher referrals for support have increased. We have taken advantage of the Government Grant in securing training for our Mental Health Lead to support both pupils and staff in school.</i>
6	<p><i>Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better punctuality and attendance, although we have made improvements over the past years.</i></p> <p><i>Last year's data showed that 37% of our pupil premium pupils had attendance below 95%. As of Dec 2021 this percentage for current cohorts of disadvantaged children is 39% although covid absence accounts for this. There is 15% of disadvantaged who are in danger of falling into the "persistent absenteeism" category. We are working closely with our Children Missing in Education Officer to improve attendance with these families, supporting them to overcome the challenges they are facing with attendance.</i></p> <p><i>2021-2022</i></p> <p><i>40 PPG at end of year 26 chn/65% at below 95%</i></p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 phonics outcomes show that more than 80% of disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	Writing outcomes in all year groups show that more than 60% of disadvantaged pupils met the expected standard. (national data 2019 for disadvantaged KS1= 55%)
Improved outcomes for disadvantaged pupils at the end of EYFS	60 % of PP children with no identified SEN need will meet the Prime areas and Literacy and Maths (GLD) within the revised EYFS curriculum
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced.</li> <li>• A reduction in the overall number of persistent absentee pupils and a reduction in the percentage of these who are disadvantaged</li> </ul>

## 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: **£29,705**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Results of standardised tests input into software that produces specific interventions that reduce the knowledge gap for PPG children.</p> <p><i>Not continued in 2021-2022</i></p> <p><i>Use of other standardised materials e.g. WR maths assessments</i></p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Develop strategies to support language and vocabulary development across the school including:</p> <p>Language through play in the EYFS</p> <p>Development of oracy and vocabulary across EYFS and KS1</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>2</p>

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Enhance the teaching of, and curriculum provision for, writing across the school to include:</p> <p>Focus on boys writing opportunities and fine motor skills development in the Early Years; Development of spelling (CEW) and writing stamina in KS1 as well as sentence structure and high quality modelling.</p> <p>We will provide ongoing staff training and release time as well as purchasing required resources.</p>	<p>Evidence shows that strong modelling and opportunities for purposeful practice enhance writing outcomes for children. Developing engaging contexts for writing motivates younger children who are also supported by developing spelling skills through explicit teaching.</p> <p><a href="#">Improving Literacy in KS1</a> <a href="#">Preparing for Literacy EYFS Education Endowment Foundation</a></p>	3
<p>Develop a whole school number fluency programme to enhance our maths provision.</p> <p>We will provide all staff with training as part of the Mastering Number Programme and purchase additional resources to support.</p> <p>2022-2023 Implementing this across whole school</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Early Years and KS1</a></p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE/NCETM and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	5

practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve oral language skills for disadvantaged pupils who have relatively low spoken language skills. <b>ELSA training</b>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. <b>Phonics interventions from ULS</b>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/Phonics-Toolkit-Strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional number fluency focussed sessions targeted at disadvantaged pupils.  The school will purchase resources and provide adequate staff capacity to deliver interventions	High quality, targeted interventions can provide effective extra support for children.  <a href="https://www.educationendowmentfoundation.org.uk/Improving-Mathematics-at-KS2-and-3">Improving Mathematics at KS2 and 3 - EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	4
Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	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: <a href="https://www.educationendowmentfoundation.org.uk/One-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition-Toolkit-Strand">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4



disadvantaged, including those who are high attainers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure early identification of additional needs for disadvantaged pupils including the use of tools such as the BaNES Graduated response	<p>The EEF guidance on SEN in mainstream schools is supported by the BaNES graduated response</p> <p><i>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</i></p> <p><a href="file:///P:/@SEN/SEN%202021-2022/EEF%20guidance%20report/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">file:///P:/@SEN/SEN%202021-2022/EEF%20guidance%20report/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p>	1,2,3,4,5
Expand ELSA provision to ensure that the school SEMH offer meets children's needs and enables children to be in the best place possible for learning.	<p>The government recognises that poor mental health produces significant barriers to learning – and is more likely to be an issue for disadvantaged learners. How a school approaches and improves mental health is vital to its success</p> <p><a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a></p> <p><i>DFE guidance to support implementation of</i></p> <p>Improving the SEMH offer in primary settings is especially important for children from disadvantaged backgrounds and other vulnerable groups. Children in these groups have weaker social emotional literacy skills at all ages compared to their non-disadvantaged classmates.</p>	5

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils</p>	<p>Research shows that many disadvantaged pupils do not access extra-curricular activities and therefore lose out on the benefits – increased confidence which helps social interaction, an aspiration to go onto higher or further education, soft skills and a sense of wellbeing and belonging. Enrichment and extra-curricular activities are considered to be valuable not only for their inherent value, but for the skills they offer which could benefit them in later life.</p> <p><a href="#">An unequal playing field: Social mobility commission</a></p>	<p>Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £44,385**

## 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 2020 to 2021 academic year.

#### *Review of 2021-2022 (Year 1 of our 3 year strategy plan)*

Areas that were lower than in the previous years in key areas of the curriculum were reading, writing and maths. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our areas to varying degrees with significant impact on staffing capacity during the Spring term. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was a mixed picture. In some areas higher than previous years – when compared to 2019 in particular for EYFS GLD and phonics outcomes which reflects the work and focus of teams on these areas in recent years.

*2021 EYFS GLD was 20%*

*2022 GLD for PPG was 55%*

<b>Intended Outcome by end of three year Strategy (2021 – 2024)</b>	<b>Progress and updates after Year 1 of three year strategy (2021-2022)</b>
<b><i>Improved oral language skills and vocabulary among disadvantaged pupils.</i></b>	<ul style="list-style-type: none"> <li>• Talk Boost sessions have run for groups in Reception and end of year data showed that communication and language improved from 66% (baseline) to 87% (EYFSP) for all pupils and from 20% (baseline below typical) to 77% (EYFSP) for PPG pupils. During the year the gap narrowed more for PPG pupils than for all pupils.</li> <li>• Vocabulary was a focus for all year groups with strategies such as vocab walls; vocabulary exploration in guided reading and inclusion on knowledge organisers. The evidence of impact could be seen through lesson observations/learning walks where children were expected to use the correct technical vocabulary and answer in full sentences. This remains a focus for the coming year and is high profile across our curriculum.</li> </ul>
<b><i>Improved reading (phonics) attainment among disadvantaged pupils.</i></b>	<p><i>2021-2022 PPG outcomes</i></p> <p><i>64% met Y1 phonics compared to 2019 60%</i></p> <p><i>43% met Y1 reading ARE compared to 2019 53%</i></p> <p><b><i>Y1 PPG meeting Reading ARE</i></b>  <i>R 43% (cohort 61%) Non PPG 66% Gap: 23% (down from 50%)</i></p> <p><b><i>Y2 PPG meeting Reading ARE</i></b>  <i>R 23% (61%) Non PPG 73% Gap: 50% (down from 52%)</i></p> <ul style="list-style-type: none"> <li>• Additional phonics interventions are beginning to have a positive impact on phonics learning and have supported the majority of PPG children to move through the phonics scheme at the expected pace.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support from the English HUB and use of ‘Unlocking letters and sounds’ materials have been effective in training and coaching all staff to become secure in their phonics delivery.</li> <li>• The phonics leader, has enabled high quality coaching and modelling to take place on a termly basis; supporting all staff to become strong phonics teachers and maintaining rigour and consistency across the school. This will continue next year so new staff can be trained and supported.</li> </ul>
<p><b>Improved writing attainment among disadvantaged pupils.</b></p>	<p><i>2021-2022</i></p> <p><i>Y1 writing 43% met ARE 2019 60%</i></p> <p><i>Y2 writing 23% met ARE 2019 64%</i></p> <p><b>Y1 PPG meeting Writing ARE</b>  <i>W 43% (50%) Non PPG 52% Gap: 9%(down from 60%)</i></p> <p><b>Y2 PPG meeting Writing ARE</b>  <i>W 38% (60%)Non PPG 65% Gap: 27% (stayed same)</i></p> <ul style="list-style-type: none"> <li>• Teachers and teaching assistants received training to support the development of writing: Sentence stacking, fine motor skills training, teaching of common exception words and writing strategies.</li> <li>• Fine motor interventions took place in the EYFS and led to improved physical outcomes and better developed/more effective pencil grip (by the end of the year 87% of pupils met the ELG for Fine Motors skills (69% of PPG pupils achieved this ELG).</li> <li>• The % of PPG pupils achieving expected by the end of the year increased in Y1 (by 17%). Across the school However, writing attainment remains lower in Y2 for PPG pupils which reflects the impact of the Covid pandemic upon this cohort. Raising standards in Y2 writing remains a focus for staff training and development in the 2022-2023 academic year.</li> <li>• Across 2022-2022 the school will continue to offer specific literacy interventions and maths interventions, based on the individual needs of the pupils. Priority access will be given to children entitled to the PP and those who have dipped as a result of Covid.</li> </ul>
<p><b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• Over the year more disadvantaged pupils were able to begin to access ELSA and Nurture provision due to extension of these programmes.</li> <li>• The school continues to draw upon other agencies such as Behaviour and attendance panel who support with play therapy and Thrive approaches</li> <li>• The use of the Parent Support Advisor (PSA) has also supported key families from the group including PPG families</li> <li>• Key meetings: CP, EHA, TAC/TAF, CMEO have been focused upon the child with key input from those working with the children on a daily basis. This has ensured that the whole child’s needs were taken into account in planning teaching and learning experiences as well as identifying any family support needed.</li> </ul>

	<ul style="list-style-type: none"> <li>We continue to support our disadvantaged children to access wider curriculum and cultural experiences where possible. All pupils have been able to participate fully in all visits and clubs. This group of pupils are positively discriminated for sporting opportunities and in small positions of responsibility. We have also supported some families to access support from the foodbank.</li> </ul>
<i>To sustain high attendance for all pupils, particularly our disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>Overall attendance in 2021/22 for PPG pupils was lower than in the preceding years at 65% below 95%.</li> <li>The Education Welfare Officer, school nurse service and the Parent Support Advisor are providing good support for the school in monitoring attendance and engaging with disadvantaged families.</li> </ul> <p>Currently 48% of persistent absentees are disadvantaged (14 pupils out of 29) – this will remain a focus for our plan</p>
<p>Additional Maths data</p> <p><b>Y1 PPG meeting Maths ARE</b> M 50% (60%) Non PPG 62% Gap: 12%(down from 64%)</p> <p><b>Y2 PPG meeting Maths ARE</b> M 38% (60%) Non PPG 65% Gap: 27%</p>	

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

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

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around explicit instruction - [Principles of Instruction - Barak Rosenshine](#) demonstrates this has significant benefits for all pupils, including disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will support our work on a whole school approach.