

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

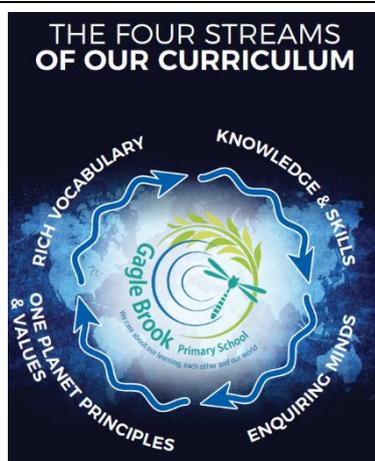
Detail	Data
School name	Gagle Brook Primary and Nursery School
Number of pupils in school	114 inclusive of nursery
Proportion (%) of pupil premium eligible pupils	Pupil Premium 25/ 114 22% (inclusive of EYPP/Services)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Simon Isherwood/ Emily Holloway
Pupil premium Leads	Jamie Izzo/ Emily Holloway
Governor / Trustee lead	Darren Townsend

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,950

# Part A: Pupil premium strategy plan

## Statement of intent



At Gagle Brook, our intent is to provide a nurturing environment which recognises and builds upon children's prior learning; provide first hand learning experiences; allow the children to develop interpersonal skills; build resilience, become creative, critical thinkers through a fully inclusive approach and prepare pupils to be more adaptable and well versed for the ever changing world around them.

Reading is at the heart of our curriculum. It is our intent that all children at Gagle Brook receive high quality teaching

and learning across the curriculum that closes the attainment gap between disadvantaged children and their peers. We aim to support the children in the use of enquiring minds, curious questioning and 'big ideas', with a focus on rich vocabulary and language choices, and to have high expectations of themselves through engaging in our broad and balanced curriculum.

Our intent for our pupil premium funding is to provide the children with quality first teaching that builds upon prior learning and secures knowledge and skills so that children can remember more, supporting them in becoming lifelong learners. As a growing school, our intent is to build an environment where all children will leave our school with a sense of belonging where they have the values, confidence and skills to make decisions, self-evaluate, make connections and become purposeful citizens, especially those from disadvantaged backgrounds. Our intent is to take as much learning into the outside world to engage, enlighten and excite our children as they make the links between the core National Curriculum, our bespoke, school curriculum and the world around them.

The impact of the pandemic will take time to display itself with some children, so all staff will be supported through the knowledge and skills of our Trauma informed therapeutic Mentor and recovery training to support children's wellbeing and respond rapidly with both catch up and keep up interventions when they become apparent. The team at Gagle Brook will work together to support each child through quality first teaching and strong, nurturing relationships with both children and parents to triangulate approaches and support. Support for all pupils will come from our highly trained Learning mentor, our experienced SENCo, alongside our dedicated team of staff.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with children and parents evidence that our disadvantaged children have <b>low self-esteem</b> and <b>resilience</b> and find it hard to have a ' <b>can do</b> ' <b>attitude to learning</b> . Many of these children have been impacted upon by inconsistency and trauma from family situations. This is evident from nursery through to Year 4.
2	Mental health and wellbeing remain a high priority due to the impact of financial constraints for families, trauma related incidents and anxiety resulting in poor attendance, which continues to create <b>further gaps in learning</b> for our disadvantaged pupils. Opportunities out of school for wider experiences and visits are limited. This has also resulted in significant knowledge gaps leading to pupils falling behind age related expectations especially in fluency of <b>reading and</b> stamina in <b>writing</b> .
3	There is a <b>high number of SEN children</b> (24% of school population) which is made up of <b>27% pupil premium</b> . Internal assessments indicate that these pupils make <b>slower steps of progress</b> due to their identified needs on their pupil profiles/ EHCPs.
4	Observations and attendance reviews evidence disadvantaged children find <b>home school transitions challenging</b> with attachment as a route cause.
5	Assessments, observations and discussions with pupils indicate <b>under developed oral language skills</b> and <b>vocabulary gaps</b> among many disadvantaged pupils. These are evident from Nursery entry data through to Year 4 in general, are more prevalent among our disadvantaged pupils than their peers.
6	Assessments, observations and discussions have highlighted that <b>parental engagement in supporting learning from home is limited especially opportunities for modelling communication and interaction</b> and therefore having an impact on <b>pupil outcomes especially in early reading and writing</b> . Limited early phonics support and understanding from home from nursery age through to year 1 suggests disadvantaged pupils make slower progress than their peers.

## 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
All staff will be aware of identified disadvantaged children and will plan to ensure progress is made through quality first teaching, robust	<ul style="list-style-type: none"> <li>All children to make good progress in reading, writing and maths.</li> <li>Clear progress from baseline to KS1/Year 4</li> <li>Teachers plan and deliver high quality lessons across the curriculum which reflect on prior learning and next steps to ensure children are able to</li> </ul>

<p>interventions and wider opportunities.</p> <p>All pupils will engage in our ambitious, engaging, curriculum which reflects prior learning from 2021/2022 and moves the learning forward.</p>	<p>reach their full potential in all aspects of school life</p> <ul style="list-style-type: none"> <li>• Teachers reflect on prior learning from previous years, and plan for high quality modelling and deliberate practice within lessons as well as timely intervention time where needed, which enables all children to make rapid progress.</li> <li>• Resources available to support teaching will be of high quality and help to scaffold all learning.</li> <li>• Learning Mentor support and small group work will impact on narrowing children's barriers to learning both emotionally and academically.</li> </ul>
<p>All pupils will have increased resilience, a positive image of themselves, emotional and mental well-being and feel that this is well supported by all adults in school.</p> <p>All pupils will have a positive attitude to their learning.</p>	<ul style="list-style-type: none"> <li>• Pupils have a positive image of themselves and increase emotional well-being, resilience and self awareness</li> <li>• Pupils feel confident to face challenges and maintain positive, social friendships with their peers</li> <li>• Provision securely in place to support children during the school day- 1:1 Time to Talk, Nurture Groups, Mindfulness Mornings, Forest School</li> <li>• Successful implementation of Learning Champion Initiative to support disadvantaged children weekly on a 1:1/ small group basis.</li> <li>• Pupils feel confident in their abilities and are able to take risks in learning, cope with failure and challenges including change, show resilience, be engaged and feel motivated within lessons.</li> <li>• Learning Mentor impacts on children's engagement in class and emotional wellbeing.</li> <li>• Pupils make progress and work towards achieving age related expectations</li> <li>• Pupils feel like they belong and they are able to develop their emotional maturity.</li> <li>• As a result of whole school training on Zones of Regulation, Attachment, Trauma and Adverse Childhood Experiences all staff have a clear understanding of how to move learners on and ensure every child reaches their full potential.</li> <li>• Trauma informed practice is embedded into the wellbeing and SEMH support for all children and families.</li> </ul>
<p>All children will benefit from increased wider opportunities threaded into the school curriculum which offer different experiences through workshops, clubs, trips and visitors. This will not only support wellbeing but also the gaining of new knowledge, vocabulary, and life skills.</p>	<ul style="list-style-type: none"> <li>• Trips and visits are affordable and well planned over the year so all children benefit from Wider opportunities.</li> <li>• Experiences built in which enable children to relate and remember more, impacting on academic success inclusive of Forest School, learning to play musical instruments, historical workshops.</li> <li>• Successful strategies implemented to support children's learning and wellbeing.</li> <li>• Increased attendance due to heightened engagement within the curriculum offer.</li> </ul>

<p>All children will enjoy coming to school and attendance of all pupils will meet the National Average</p> <p>Children will benefit from successful, supported morning transitions from home into school, enabling them to fully engage in our curriculum and school life.</p>	<ul style="list-style-type: none"> <li>• Attendance diminished between Pupil Premium and Non Pupil Premium Pupils</li> <li>• Weekly attendance meetings established to monitor and track pupils attendance with immediate action <ul style="list-style-type: none"> <li>• Whole school initiative to support attendance with wellbeing opportunities (Classopoly)</li> </ul> </li> <li>• Regular contact with families to offer support strategies to ensure children arrive at school on time.</li> <li>• High quality relationships with families which offer support strategies to ensure children arrive at school on time and are ready to engage in learning</li> <li>• Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support, following TWHF strategy and procedure.</li> <li>• Wellbeing Wood and Wellbeing Studio embedded within school to support identified children first thing in the morning and throughout the school day.</li> <li>• Mindfulness activities for all classes from 8.30am-8.45am to ensure all children are ready to engage in learning and ensure children have the opportunity for time to talk with their teacher/teaching assistant.</li> </ul>
<p>All children will develop their pleasure in reading both at school and at home and will be independent when accessing reading material matched to their phonic ability.</p>	<ul style="list-style-type: none"> <li>• ARCh reading support impacts on identified children's fluency, independence and engagement in reading.</li> <li>• Disadvantaged children will receive target reads throughout the week</li> <li>• Reading diaries are tracked and families identified for reading support and target reads</li> <li>• Increased opportunities for reading for pleasure-daily reading sessions implemented across school</li> <li>• Evidence will show further progress in reading attainment</li> </ul>
<p>All children will reach their full potential and have the capacity to give reason and context though the use of growing vocabulary choices, meeting age related expectations in relation to communication and language.</p>	<ul style="list-style-type: none"> <li>• Early years children achieve their GLD at the end of reception.</li> <li>• Oracy opportunities are at a suitable level ensuring children are communicating, questioning reading and writing effectively.</li> <li>• Children to have a better understanding of words and their meanings as a result of Quality First Teaching</li> <li>• Wellcomm Intervention support and impact on communication and language in Early Years, moving into Year 1</li> <li>• 'Tales Toolkit' whole class sessions in Early Years will impact on use of language and vocabulary</li> <li>• Teachers and teaching assistants explicitly modelling and teaching vocabulary through Quality First Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre learning and over learning activities to develop vocabulary as result of carefully planned curriculum</li> <li>• Parent engagement is heightened in supporting communication and language at home as a result of parent workshops in school.</li> </ul>
<p>All children will benefit from increased parental engagement in school and the opportunity to build an effective home school partnership to support mirrored strategies for learning and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Evidence of increased positive relationships between parents and staff</li> <li>• Parent questionnaires show parents feel more involved in learning.</li> <li>• Increased active parental engagement, supporting learning both in school and outside of school</li> <li>• Successful strategies implemented to support children's learning and Wellbeing at home</li> <li>• Strong relationships built with families which offer support strategies</li> <li>• Increased attendance at workshops and whole school celebration events</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: £6825 Pupil Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points across all subject areas</b></p> <p><b>Chosen action/approach</b></p> <p>Monitoring, support and CPD of teaching staff to ensure 100% of teaching is good/ outstanding with high quality support in place for all pupils. Robust monitoring within all classrooms and through Pupil Progress Meetings at data points across the year.</p> <p>Allocated class TA support, including interventions for every year group – Supporting non-negotiable of Quality First Teaching</p>	<p><i>‘Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods ‘(EEF)</i></p> <hr/> <p><i>EEF states that ‘Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Research suggests high quality feedback can see a +6month impact over the year.</i></p> <hr/> <p><i>EEF research evidences that ‘Teaching Assistants can provide a large positive impact on the learner’s outcomes. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 months’ impact over the course of the year’.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <hr/> <p><i>EEF research suggests increasing parental engagement in primary schools had on average 4+ months’ positive impact.</i></p> <p><b>Further Evidence:</b></p> <p><i>Pupil Progress Data, Learning Walks, Book Looks, Observations, Professional Development, Parent Communication</i></p>	<p>1,2,3,4,5,6</p> <p><b>Pupil Premium Funding £4300 towards staffing costs to support Quality First Teaching and resourcing</b></p> <hr/> <p><b>£2002 Recovery Funding towards staffing costs for additional hours to support interventions (focus on KS1 children)</b></p> <hr/> <p><b>Recovery Funding £173 to support resourcing for interventions (Focus on</b></p>

<p>(marking in the moment and quality feedback at the time)</p> <p>Parents to be provided with clear and timely information on how well their child is progressing in relation to the expected standards throughout the school year.</p> <p>Curriculum workshops for parents to support understanding of learning happening in school and how to support from home</p> <p>Engagement of parents through hook events, assemblies, end of term celebration events and weekly newsletters.</p> <p>Reading challenge to engage parents and heighten their involvement in reading from home.</p> <p>Educational Psychologists support for two days</p>		<p><b>Maths and Reading)</b></p> <p><b>Pupil Premium Funding: £1100 for Educational Psychologist</b></p>
<p><b>Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children.</b></p>	<p><i>EEF research shows that ‘providing children with feedback is a well evidenced and has high impact on learning outcomes and can have an impact of +6 months on a child’s progress’.</i></p> <p><i>EEF toolkit research shows if pupils are taught a range of techniques this can add +6 months to progress.</i></p> <p><i>EEF research evidences that the potential of metacognition and self-regulation approaches is high (+7 months). The evidence shows that explicitly</i></p>	<p>1,2,3,4,5,6</p>

<p><b>Chosen action/approach</b></p> <p>Whole Staff Training on Zones of Regulation to support identification of wellbeing need and actions to support child (02.09.2022)</p> <p>Continued Whole Staff Training focusing on behaviour, mental health and wellbeing to support children's learning and further training supporting the themes within Safeguarding</p> <p>Whole Staff Training on the 6 principles of effective teaching and learning, with a particular focus on high quality modelling, feedback and practice.</p> <p>Continued whole school Read Write Inc Training and development days supported through WhiteKnights to ensure all teachers and teaching assistants consistently deliver high quality phonics sessions in Early Years and Year 1</p>	<p><i>teaching strategies to help plan, monitor and evaluate specific aspects of the learning can be effective.</i></p> <p><b>Further Evidence:</b></p> <p><i>Knowledge of individual pupil needs and a changing trend in the emotional and mental health of pupils.</i></p> <p><i>Training sessions for teachers and Teaching Assistants, Training Records, staff surveys/ growth plans</i></p>	<p><b><i>Pupil Premium Funding for Mentor to lead training £100</i></b></p>
<p><b>Increased opportunities for communication,</b></p>	<p><i>The EEF toolkit suggests that oral language interventions can add 5+ months' progress.</i></p>	<p>1,2,3,5</p>

<p><b><i>language and heightened vocabulary choices</i></b></p> <p><b>Chosen action/approach</b></p> <p>Text driven and enquiry based curriculum design to be embedded for all pupils- impact on communication and language and reflected in reading and writing.</p> <p>Embedding of Tales Toolkit in the Early Years to support and build story telling opportunities and development of language and vocabulary choices</p> <p>Implementation of Early Words Programme for parents and children in Nursery- modelling of vocabulary</p>		
<p><b><i>Increased opportunities for Musical Development in Key Stage 2</i></b></p> <p><b>Chosen action/approach</b></p> <p>Pupils in Year 3 and 4 to learn to play an instrument with an experienced teacher through Oxfordshire County Music.</p>		<p><b><i>Pupil Premium Funding to support resourcing £1000</i></b></p>

<p><b>Increased opportunities for Historical Development across the school.</b></p> <p><b>Chosen action/approach</b></p> <p>Historical workshops will be planned in throughout the school year for all year groups to participate in to support opportunities to do and remember more.</p>		<p><b>Pupil Premium Funding to support resourcing £325</b></p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,350 Pupil Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To raise % of Pupil Premium children at ARE in Phonics and Reading in line or above National average</b></p> <p><b>Chosen action/approach</b></p> <p>Allocated class TA support to deliver fast track phonics tutoring/reading interventions to all Pupil Premium children as well as the bottom 20% of each year group in school.</p> <p>ARCh reader who will work with identified Pupil Premium children twice a week</p>	<p><i>EEF research evidences that ‘Teaching Assistants can provide a large positive impact on the learners outcomes especially where there is targeted deployment. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 month impact over the course of the year’.</i></p> <p><i>EEF research shows: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. It can see a +5 month impact over the course of a year.</i></p> <p><i>EEF research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of</i></p>	<p>1,2,3,5</p> <p><b>Pupil Premium Funding to pay for ARCh reader £450 for the year</b></p>

	<p>early reading skills, particularly with children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>EEF toolkit research shows 'if pupils are taught a range of techniques this can add + 6 months to progress'</i></p>	
<p><b>To provide 1:1 and group support for identified children to enable rapid progress.</b></p> <p>Learning Mentor to support 1:1 or small groups to remove barriers to learning once identified. To deliver support with behaviour and nurture interventions through the use of 'The Colour Monster', Zones of Regulation, the new Wellbeing Wood and school grounds, including eco therapy initiative.</p> <p>Allocated class TA support for 1:1 and small groups (fine motor support, maths booster) – Supporting non-negotiable of Quality First Teaching (marking in the moment and quality feedback at the time)</p>	<p><i>EEF research evidences that 'Teaching Assistants can provide a large positive impact on the learner's outcomes especially where there is targeted deployment. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4-month impact over the course of the year'.</i></p> <p><i>As a result of EEF research, behavioural, social and emotional learning approaches have a positive impact, on average of 4+months over the course of a year.</i></p>	<p>1,2,3,5</p> <p><b>Pupil Premium Funding Learning Mentor £12,600</b></p>
<p><b>To raise % of Pupil Premium children at ARE in reading, writing and maths</b></p> <p><b>Chosen action/approach</b></p> <p>Group boosters to be implemented during the school day to support rapid progress in reading, writing and maths with a focus on disadvantaged children in Year 3 and 4</p> <p>Learning Champions to support disadvantaged pupils through mentoring programme.</p>	<p><i>EEF research evidences: 'Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 month impact over the course of the year'.</i></p>	

<p><b>Increased opportunities for communication, language and heightened vocabulary choices</b></p> <p><b>Chosen action/approach</b></p> <p>Embedding of Wellcomm Communication and Language Intervention in Nursery and Reception</p>	<p><i>The EEF toolkit suggests that oral language interventions can add 5 months' progress.</i></p>	<p>1,2,3,5</p>
<p><b>To give service children additional time for nurture and wellbeing through circle times and planned activities. Learning Mentor available to support children emotionally when needed</b></p> <p>'Little Troopers'- Learning Mentor will work with service children once a month over the year.</p>	<p><i>As a result of EEF research, behavioural, social and emotional learning approaches have a positive impact, on average of 4+months over the course of a year.</i></p> <p><i>Being part of outdoor adventure learning can improve progress by +4 months according to the EEF.</i></p>	<p><b>Pupil Premium Funding £300 contribution towards salary of Learning Mentor</b></p>

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

Budgeted cost: £600 Pupil Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To improve attendance of Pupil Premium children to match non- Pupil Premium children</b></p> <p><b>Chosen action/approach</b></p> <p>Introduce weekly attendance meeting to monitor and ensure attendance is actioned and families are given support.</p> <p>Classopoly to be introduced alongside the attendance cup in</p>	<p><i>Pupil Premium benefit from all school trips and residential visits; they do not miss out on opportunities due to financial constraints</i></p>	<p>4</p>

<p>the weekly 'We are proud' assembly. Wellbeing experiences to be implemented for all children to support engagement in school through reward.</p> <p>Eco Award to be implemented for all children. This will be in line with achieving a number of outdoor or skilled based activities resulting in a bronze, silver or gold award. Support in building in self esteem, resilience and confidence.</p>		
<p><b><i>For all pupils to have a smooth transition between home and school and feel ready to learn through consistent routines</i></b></p> <p><b>Chosen action/approach</b></p> <p>Every class will begin the day with a Mindfulness activity. Introduce and embed Zones of Regulation into each classroom and train staff in implementation.</p> <p>Wellbeing Wood and Wellbeing Studio embedded within school to support identified children first thing in the morning and transitions into class.</p>	<p><i>EEF research evidences that the potential of metacognition and self-regulation approaches is high (+7 months). The evidence shows that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of the learning can be effective.</i></p>	<p>1,2,4,6</p> <p><b><i>Pupil Premium Funding- resourcing of room £100</i></b></p>
<p><b><i>Pupil Premium engaged in all aspects of school life and be given the opportunity to broaden their experiences.</i></b></p> <p><b>Chosen action/approach</b></p> <p>The cost of school trips and residential visits will be subsidised for disadvantaged families inclusive of Service families - FSM/Ever6 identification updated termly- parents identified and signposted to support. Early Years Pupil Premium identified.</p> <p>Continue to embed the The Gagle Brook Passport of Experiences' – Year group activities for disadvantaged children with an</p>	<p><i>'The Gagle Brook Passport of Experiences' will ensure all children have the opportunity to engage in first hand learning experiences. These identified specific learning experiences will build the foundation for heightened vocabulary choices and creative writing.</i></p>	<p>1,2</p> <p><b><i>Pupil Premium Funding - £500</i></b></p>

<p>identified specific learning experience</p> <p>Learning Mentor to implement Ecotherapy and plan in special events across the year.</p> <p>Forest School (Learning in the woods) for EY – Y4 give the children the opportunity to experience the world around them and support their physical and mental health</p>		
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**Total budgeted cost: £20, 775**

## 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 2021 to 2022 academic year.

Training for Read Write Inc and support from the English Hub (Whiteknights), along with the implementation of fast-track tutoring for Pupil Premium pupils in reception to Year 3 has resulted in 80% of Year 2 and 89% of Year 1 passing their Phonics Screening in 2021- 2022.

Booster groups and planned interventions led throughout the year in writing, reading and maths have supported Quality First Teaching and seen a significant improvement for those identified pupils through book looks and pupil voice.

Attainment has been assessed through the use of KPIs and end of term data to determine the progress and achievements that the children have made over the year. Teachers have used these to inform their planning for September 2021 and their understanding and knowledge of relative starting points for all children.

Significant impact has been seen as a result of employing a Learning Mentor for the school. Support has been put in place for children and families to support learning, wellbeing, mental health and emotional and behavioural needs. This support has also included training for staff, workshops for parents and wider opportunities for pupil premium pupils such as a visit to Pizza Express, a music wellbeing workshop, visits to the local area to look at nature.

By establishing a specific room for wellbeing, the Learning Mentor has been able to lead 1:1 and small group sessions for pupils and families. The impact of this space has also resulted in pupils having a safe area to express how they are feeling in response to the newly implemented colour monsters and zones of regulation. This area will be extended next year to include the Wellbeing Wood to further support pupils.

Year 3 pupil premium pupils were supported with their first residential to Hill End in the Summer Term which was thoroughly enjoyed by all. This subsidy enabled pupils to benefit from this opportunity.

The newly introduced whole school curriculum with a focus on weaving opportunities and experiences and embedding the new curriculum intent (enquiring minds, rich vocabulary, values and one planet principles and sequenced knowledge and skills) has resulted in children being able to do and remember more. This is evident through engagement, pupil voice and work scrutiny.

Embedding of teaching Maths using the 'Can Do' mastery approach, has supported teachers in identifying next steps for all pupils and actioning these through a daily Maths Meeting outside of the Maths Lesson. Pupil Premium children have benefited from this small group additional time.

## 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?	Pastoral Care (Learning Mentor) - training provided to offer nurture programme (Little Troopers)
What was the impact of that spending on service pupil premium eligible pupils?	Children were provided with nurture based sessions with our Learning Mentor which enabled barriers to learning to reduce with a focus on wellbeing.

## Further information (optional)

- Termly, robust monitoring schedules are shared with all staff and ensure disadvantaged and SEND children are a key focus for all learning walks, observations, pupil voice and book looks. Regular feedback is shared with staff and followed up with a review. Staff also conduct 'team book looks' during PPA and staff meetings for parity and high quality outcomes, alongside our sister school.
- Whole school child friendly targets introduced to children and parents in line with SDP priorities for school. These are a constant reminder through whole school assemblies and class time.
- Marking and Feedback policy in place and a child friendly version used with children so they understand how to address their individual next steps.
- Teaching across the school is of a high quality and the impact of our newly developed Teaching and Learning principles is evident within classrooms.
- All staff are supported through quality CPD and in house training from subject leaders, the Learning Mentor as well as White Horse Federation.
- Teaching Assistant growth meetings and staff PMR's show that staff are highly skilled, passionate and effective in their roles. Staff are committed to being leaders of learning for children and themselves.
- Children speak highly of the support available to them at Gagle Brook and know who they can ask for support.
- Six weekly phonics assessments have impacted on ensuring all children are matched with the correct reading material to match their phonic level. Fast track tutoring is put in place for those children not on track and further support is shared with parents using the Read Write Inc portal.
- Reading assessments have become more robust and data from there has supported teacher's understanding and subsequent planning adapted to ensure progress is made.
- All year groups have planned interventions to support those children that need accelerated progress which are monitored by the Learning Mentor, SENCo and senior leadership team.