

Pupil premium strategy statement 2023 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

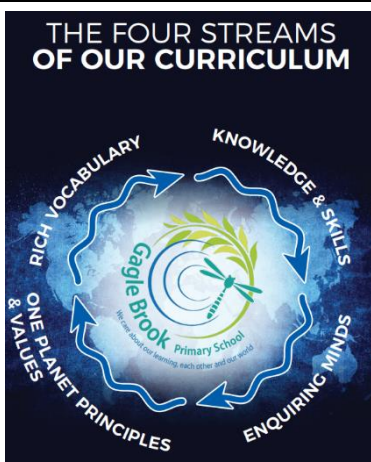
Detail	Data
School name	Gagle Brook Primary and Nursery School
Number of pupils in school	128 inclusive of nursery and SRB
Proportion (%) of pupil premium eligible pupils	Pupil Premium: 24% of school community (inclusive of EYPP/Services)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024 Current year 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	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	£31,600
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,645

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	<p><u>Attendance</u> Observations and attendance reviews evidence disadvantaged children find home school transitions challenging with attachment as a route cause. Lateness of pupils has been identified. This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations especially in early reading and stamina in writing.</p>
2	<p><u>Resilience and Low Self Esteem</u> Observations and discussions with children and parents evidence that our disadvantaged children have low self-esteem and resilience and find it hard to have a 'can do' attitude to learning. Many of these children have been impacted upon by inconsistency and trauma from family situations. This is evident from nursery through to Year 5</p>
3	<p><u>Vocabulary and Language Skills, reading and writing</u> Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery entry data through to Year 5 in general, are more prevalent among our disadvantaged pupils than their peers. There is a high number of SEN children (34% of school population) which is made up of 29% pupil premium. Internal assessments indicate that these pupils make slower steps of progress due to their identified needs on their pupil profiles/ EHCPs.</p>
4	<p><u>Financial Constraints</u> Attendance, 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 further gaps in learning for our disadvantaged pupils. Opportunities out of school for wider experiences and visits are limited and impact on learning.</p>
5	<p><u>Parental Engagement</u> Assessments, observations and discussions have highlighted that parental engagement in supporting learning from home is limited especially opportunities for modelling communication and interaction and therefore having an impact on pupil outcomes especially in early reading (phonics) and writing.</p>

Re2Intended 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
<p><u>Attendance</u> 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"> • Attendance diminished between Pupil Premium and Non Pupil Premium Pupils • Weekly attendance meetings established to monitor and track pupils attendance with immediate action Attendance target of 96% • Whole school initiative to support attendance with wellbeing opportunities (Classopoly Wheel) • Regular contact with families to offer support strategies to ensure children arrive at school on time. • High quality relationships with families which offer support strategies to ensure children arrive at school on time and are ready to engage in learning • Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support, following TWHF strategy and procedure. • Wellbeing Wood and Wellbeing Studio embedded within school to support identified children first thing in the morning and throughout the school day. • Mindfulness activities and areas in classes to ensure engagement in learning and children have the opportunity for time to talk with their teacher/teaching assistant.
<p><u>Quality of Education</u> All staff will be aware of identified disadvantaged children and will plan to ensure progress is made through quality first teaching, robust interventions and wider opportunities.</p> <p>All pupils will engage in our ambitious, engaging, curriculum which reflects prior learning from</p>	<ul style="list-style-type: none"> • All children to make good progress, relative to their starting point, in phonics, reading, writing and maths. • English and Maths planning clinics and training in place for teaching staff to look closely at sequencing of teaching, deeper learning and Pedagogy. • Clear progress from baseline to KS1/Year 5 (use of Primary RAG to measure) • Teachers plan and deliver high quality lessons across the curriculum which reflect on prior

<p>previous years moves the learning forward.</p>	<p>Learning, retrieval and next steps to ensure children are able to reach their full potential in all aspects of school life</p> <ul style="list-style-type: none"> • Teachers reflect on prior learning from previous years, and plan for high quality modelling and deliberate practice within lessons as well as timely intervention where needed, which enables all children to make rapid progress. • Resources available to support teaching will be of high quality and help to scaffold all learning. • Learning Mentor support and small group work will impact on narrowing children's barriers to learning both emotionally and academically.
<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"> • High quality training/ support from English Lead across all phases of school. Focus on Reading Curriculum 2023/24 and the quality of texts shared with children. • ARCh reading support impacts on identified children's fluency, independence and engagement in reading. • Disadvantaged children will receive target reads throughout the week • Reading diaries are tracked and families identified for reading support and target reads • Increased opportunities for reading for pleasure- daily reading sessions implemented across school • Fast track tutoring for target children – rapid progress in phonics. • Evidence will show further progress in reading • Attainment
<p><u>Resilience and Self Esteem</u> Pupils will be in school and engaging in lessons.</p> <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"> • Attendance will increase for all disadvantaged Pupils (above 96%) • Pupils have a positive image of themselves and increase emotional well-being, resilience and self-awareness Behaviour will be inline with school policy. The school's culture will support behaviour and values. There will be impact across the school from the Assistant Headteacher gaining the NPQ Culture and Behaviour qualification. • Pupils feel confident to face challenges and maintain positive, social friendships with their peers • Provision securely in place to support children during the school day- 1:1/ Nurture Groups, Mindfulness Time, Learning in Nature • Learning Champion Tutoring Approach to support disadvantaged children weekly on a 1:1/ small group basis. • Pupils feel confident and are able to take risks in learning, cope with failure and challenges including change, show resilience, be engaged and feel motivated within lessons.

	<ul style="list-style-type: none"> • Learning Mentor impacts on children’s engagement in class and emotional wellbeing. • Pupils make progress and work towards achieving age related expectations • Pupils feel like they belong and they are able to develop their emotional maturity. • As a result of high quality training in 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. • Trauma informed practice is embedded into the wellbeing and SEMH support for all children and families.
<p><u>Vocabulary and Language Skills, reading and writing</u></p> <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"> • Early years children achieve their GLD at the end of reception (58% June 2023 – target to increase in June 2024)) • Oracy opportunities are at a suitable level ensuring children are communicating, questioning reading and writing effectively. • Children to have a better understanding of words and their meanings as a result of Quality First Teaching • Wellcomm Intervention support and impact on communication and language in Early Years, moving into Year 1 • Language Lead training attended by Nursery Lead – implemented approached into Nursery. • ‘Tales Toolkit’ whole class sessions in Early Years will impact on use of language and vocabulary • Teachers and teaching assistants explicitly modelling and teaching vocabulary through Quality First Teaching • Pre learning and over learning activities to develop vocabulary as result of carefully planned curriculum. • Parent engagement is heightened in supporting communication and language at home as a result of parent workshops in school.
<p><u>Financial Constraints</u></p> <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"> • Allocated support in place for uniform, trips and clubs to ensure all children benefit from opportunities in school. Homework support is offered through a club for pupils. • Trips and visits are affordable and well planned over the year, so all children benefit from wider opportunities. • Experiences built in which enable children to relate and remember more, impacting on academic success inclusive of Learning in Nature sessions, learning to play musical instruments, curriculum workshops 1:1/ small group therapy sessions implemented to support children’s learning and wellbeing.

	<ul style="list-style-type: none"> • Increased attendance due to heightened engagement within the curriculum offer.
<p><u>Parental Engagement</u> 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"> • Evidence of increased positive relationships between parents and staff Pupils are completing homework on time and reading is happening at home. • Parent questionnaires show parents feel more involved in learning. • Increased active parental engagement, supporting learning both in school and outside of school • Successful strategies implemented to support children's learning and wellbeing at home • Strong relationships built with families which offer support strategies • Increased attendance at workshops and whole school celebration events

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

Budgeted cost: £23.670 Pupil Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p> <p>Chosen action/approach</p> <p>Trained teachers in all classrooms with a focus on Quality first Education. Drive to improve ‘in the moment’ feedback for pupils and increased practice to support retention of knowledge and skills.</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.</p> <p>Release time for middle leaders to ensure robust monitoring within all classrooms and through the Primary RAG /data points across the year.</p> <p>Allocated class TA support, including intervention in and outside of the classroom (Maths4Life, Maths Meet Boosters, Fast Track Tutoring, Precision Teaching, Speech and Language Sessions, Comprehension Booster) – Supporting non-negotiable of Quality First Teaching (marking in</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> <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> <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>1,2,3</p> <p>1,2,3</p>

<p>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 – Early Reading, Maths, Communication and Language, Zones of Regulation</p> <p>Engagement of parents through hook events, end of term celebration events and weekly newsletters.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p><i>EEF research suggests increasing parental engagement in primary schools had on average 4+ months' positive impact.</i></p> <p>Further Evidence:</p> <p><i>Pupil Progress Data through the Primary RAG/Data Points, Learning Walks, Book Looks, Observations, Professional Development, Parent Communication</i></p>	<p>5</p>
<p><i>Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children.</i></p> <p>Chosen action/approach</p> <p>Planning Clinics and training from TWHF Curriculum Team and external providers to develop and train staff in pedagogy and deeper thinking of sequencing lessons into smaller steps to ensure retention.</p> <p>Refresher Training on Zones of Regulation to support identification of wellbeing need and actions to support child (2023 – 2024)</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. Introduction of behaviour ladder and voice ladder.</p> <p>Staff Training on the EEF 5 a day to support teaching and in class intervention.</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 teaching strategies to help plan, monitor and evaluate specific aspects of the learning can be effective.</i></p> <p>Further Evidence:</p> <p><i>Knowledge of individual pupil needs and a changing trend in the emotional and mental health of pupils.</i></p>	<p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2,3</p>

<p>NPQ Culture and Behaviour Qualification to be accessed by Assistant Headteacher – impact in school.</p> <p>Coaching sessions and training on Read Write Inc for all teaching staff to enable children to reach age related expectations in phonics by the end of Year 1.</p> <p>Educational Psychologists support for two days in 2023-24</p>	<p><i>Training sessions for teachers and Teaching Assistants, Training Records, staff surveys/ growth plans</i></p>	<p>1,2</p> <p>1,2,3,5</p> <p>1,2,3,4,5</p>
<p><i>Increased opportunities for communication, language and heightened vocabulary choices</i></p> <p>Chosen action/approach</p> <p>Sequenced, 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, early reading and writing</p> <p>Wellcomm Intervention to have impact on oral communication/understanding and vocabulary choices..</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>2,3,5</p> <p>2,3</p> <p>2,3,5</p>
<p><i>Increased curriculum opportunities</i></p> <p>Chosen action/approach</p> <p>Pupils in Year 3 and 4 (2022-23) have successfully learnt to play an instrument. Year 3 (2023-24) will learn an instrument through Oxfordshire County Music Teacher.</p>		<p>1,2</p>

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

Budgeted cost: £3945 Pupil Premium Funding £3045 Recovery Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise % of Pupil Premium children at ARE in Phonics and Reading in line or above National average</p> <p>Chosen action/approach</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 early reading skills, particularly with children from disadvantaged backgrounds.</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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>1,2,3</p>
<p>To provide 1:1 and group support for identified children to enable rapid progress both academically and emotionally.</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</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>1,2,3,4,5</p>

<p>Zones of Regulation, the Wellbeing Wood and school grounds.</p> <p>Allocated class TA support, including intervention outside of the classroom (Maths4Life, Maths Meet Boosters, Fast Track Tutoring, Precision Teaching, Speech and Language Sessions, Comprehension Booster).</p> <p>Learning Champion Tutoring to support disadvantaged pupils through mentoring programme – this will focus on one area that is impacting on achievement of RWM combined.</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>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>1,2,3</p> <p>1,2,3,4,5</p>
<p><i>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</i></p> <p>‘Little Troopers’- Learning Mentor will work with service children once a term 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>2,4,5</p>

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

Budgeted cost: £3945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To improve attendance of Pupil Premium children to match non-Pupil Premium children</i></p> <p>Chosen action/approach</p> <p>Weekly attendance meeting to monitor and ensure attendance is actioned and families are given support. Support given to parents by Inclusion Team. Attendance to be celebrated with both children and parents.</p> <p>Classopoly Wheel to be introduced alongside the attendance cup in the weekly 'We are proud' assembly. Wellbeing experiences to be implemented for all children to support engagement in school through reward.</p> <p>Wellbeing Wood and Wellbeing Studio embedded within school to support identified children first thing. Emotional check in zone with Inclusion Team.</p> <p>Every class will begin the teaching session with Zones of Regulation in each classroom - train staff in implementation.</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. Linked in with values for school. Opportunity to gain award in school for disadvantaged pupils.</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><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>1</p> <p>1</p> <p>1,2,3,4,5,</p>
<p><i>Pupil Premium engaged in all aspects of school life and be given the opportunity to broaden their experiences.</i></p>		

<p>Chosen action/approach</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>The cost of their first school logo jumper will be subsidised for disadvantaged families inclusive of Service families - FSM/Ever6 identification updated termly- parents identified and signposted to support.</p> <p>Continue to implement the ‘Gagle Brook Passport of Experiences’ – Year group activities for disadvantaged children with an identified specific learning experience. Inclusion Team to implement and plan in special events across the year</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><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>4</p> <p>4</p> <p>1,2,3,4,5</p>
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Total budgeted cost: £31,600

Part B: Review of outcomes in the previous academic year 2022 - 2023

Pupil premium strategy outcomes

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

Training for Read Write Inc for all staff members and support from the English Hub (Whiteknights), along with fast-track tutoring for Pupil Premium pupils in reception to Year 4 has resulted in 64% of Year 1 passing their Phonics Screening in 2022- 2023. Our reading results have also increased across the school due to increased intervention in reading.

High quality, measured intervention 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 at three data points in the year to determine the progress and achievements that the children have made. Alongside transition meetings, teachers have used this data to inform their planning and intervention for September 2023 and their understanding and knowledge of relative starting points for all children.

There is significant impact as a result of having a Learning Mentor in the school. Support has been put in place for children and families in regards to safeguarding, attendance, wellbeing, mental health and emotional and behavioural needs and the impact on closing the learning gap. This support has also included training for staff on the Zones of Regulation and workshops for parents. Ego Therapy and Nurture groups from Early Years to Year 4 have supported regulation techniques for children and given strategies for use in the classroom.

By establishing a further room for wellbeing (Wellbeing Wood), 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 zones of regulation. It has enabled groups to take part in lego therapy, sensory sessions and nurture.

Year 3 and 4 pupil premium pupils were supported with their residential to Hill End in the Summer Term which was thoroughly enjoyed by all. This subsidy enabled pupils to benefit from this opportunity.

The whole school curriculum with a focus on the 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, demonstrating curiosity and enquiry at the forefront. This is evident through engagement in lessons, pupil voice and work scrutiny.

Training and coaching for Phonics, English, and Maths through TWHF and external training has resulted in increased sequencing and deeper thinking when planning for lessons across the curriculum. Teaching slides include daily opportunities for prior learning discussion and retrieval, as well as repetitive vocabulary. 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. The three phase writing approach has given children pre teaching in reading to enable them to access the learning in future lessons as well as a clear structure of skills taught and applied in writing. Pupil Premium children have benefited from this small group additional time and regular check ins from teachers.

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). - support for families throughout academic year (link to Pastoral support)
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. They are built alongside our primary Data RAG to ensure ongoing pupil attainment in Reading, Writing and Maths is a focus on a weekly basis. Weekly 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. External moderation is also in place too.
- 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. Consistent use of teaching slides ensure daily opportunities for prior learning discussion, retrieval and vocabulary as well as peer reflection.
- 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 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, writing, maths and science assessments have become more consistent and 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 Senior Leadership Team and Inclusion Team.