

Pupil premium strategy statement

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	Zouch Academy
Number of pupils in school	392 419 including nursery
Proportion (%) of pupil premium eligible pupils	32 (9%), 33 including nursery EYPP
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	1.9.22
Date on which it will be reviewed	Ongoing, in full July 24
Statement authorised by	Nina Johnson
Pupil premium lead	Neil Morris-Double
Governor / Trustee lead	Jen Hopkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55290
Recovery premium funding allocation this academic year	£4350
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	£149090 £93800 – Service PPG

Part A: Pupil premium strategy plan

Statement of intent

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. We have built 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. We aim to inspire all children to have big ambitions and high expectations of themselves through a strong, focused curriculum that is delivered by highly trained, passionate adults.

As a school, we aim to raise the attainment of our disadvantaged children through assuring that teaching and learning opportunities meet all children's needs. Accurate assessments, robust data analysis and pupil progress meetings will ensure that children needing support are identified and provision put into place in order to close the attainment gap.

Our Pupil Premium Funding/strategy allows us to provide our children with; The quality first teaching that all children deserve, relevant and up-to-date CPD opportunities for teachers and support staff, academic interventions where required and social, emotional (including ELSA) and behavioural support for children and families through our highly effective inclusion team and a variety of experiences and cultural capital for children who may not otherwise engage in such opportunities

Since the impact of pandemic will take time to manifest itself within some children, all staff will use skills and knowledge from Trauma and a recovery curriculum training to support children's well-being and intervene quickly with both catch up and keep up interventions when they become apparent. We will strive to support each child through quality first teaching and strong relationships with both children and parents to triangulate approaches and support. A huge part of this support will come from a highly effective pastoral team including an inclusion manager, ELSA, FSW and two counsellors.

Challenges

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

Challenge number	Detail of challenge																			
1	<p>Based on our latest assessment in KS1 and KS2 65% of PP children are on track in maths, 52% in writing and 61% in reading. Amongst disadvantaged children, fluency in reading is a barrier with assessments and discussions with teachers showing disadvantaged pupils have greater difficulties with phonics than their peers. Stamina and spelling are a barrier in writing.</p> <p>Data (Not including nursery (1) Reception (3 NOT for GLD) End of 2022-23:</p> <table border="1"> <thead> <tr> <th></th> <th>PP (23)</th> <th>PP, SEN (14)</th> <th>PP, NON-SEN (9)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>NOT: 39% OT: 61%</td> <td>NOT: 64% OT: 36%</td> <td>NOT: 8% OT:92%</td> </tr> <tr> <td>Writing</td> <td>NOT: 52% OT: 48%</td> <td>NOT: 82% OT:18%</td> <td>NOT: 15% OT: 85%</td> </tr> <tr> <td>Reading</td> <td>NOT: 57% OT: 43%</td> <td>NOT: 82% OT:18%</td> <td>NOT: 0% OT: 100%</td> </tr> </tbody> </table>					PP (23)	PP, SEN (14)	PP, NON-SEN (9)	Maths	NOT: 39% OT: 61%	NOT: 64% OT: 36%	NOT: 8% OT:92%	Writing	NOT: 52% OT: 48%	NOT: 82% OT:18%	NOT: 15% OT: 85%	Reading	NOT: 57% OT: 43%	NOT: 82% OT:18%	NOT: 0% OT: 100%
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2	<p>High number of SEND children (28% of all pupils / 43% of PP) are not currently attaining in line with their age. Children need robust, adaptable interventions to ensure progress is made and the gap is closed. Observations, provision maps and discussions with pupils show that these children make progress but more rapid progress is needed to support the attainment of our disadvantaged children.</p>																			
3	<p>From our experiences pre and post pandemic, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations.</p>																			
4	<p>Following the first lockdown, and subsequent disruptions (including the cost of living crisis), we know, through pupil voice and professional dialogue with colleagues and parents, that our children's mental health is having a negative impact on their ability to learn. 79% of our school, 100% of our PP children accessed support from our ELSA last year and staff have identified the continued need for this. We currently have a waiting list of children that would benefit from time with our counsellors.</p>																			
5	<p>The cost of living crisis that is affecting the UK currently will affect our most disadvantaged greatly. Supporting families with wrap around care and ensuring they have the same opportunities as their peers is important to having a successful school experience.</p>																			
6	<p>For the last 3 years attendance among disadvantaged has fallen below that of their peers. Last year attendance among our disadvantaged children was (87%, 2022) 92% on average in 2023, down 3% from 9% to a 5% difference this year from their peers. Although this is improving, and our attendance procedures are robust, we feel this is a challenge we need to continue to address.</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
Raised profile of disadvantaged learners among all staff.	<ul style="list-style-type: none"> All staff will be aware of the disadvantaged children in their class. Regular updates will support the understanding of how disadvantaged learners attain at Zouch. Staff voice will show a greater understanding of what it means to be disadvantaged at Zouch and how we can support these children.
Improved writing attainment among disadvantaged children.	<ul style="list-style-type: none"> KS2 writing outcomes in 2022-23 show that 28% of disadvantaged children met the expected standard at the end of KS2. We aim to significantly improve on this for our 2023-24 cohort. SEN disadvantaged children make progress, overtime, against their writing targets and we are aspirational in our expectations of our SEN children. KS1 writing outcomes are closer aligned with non-disadvantaged peers. Improving year on year.
Quality first teaching available to all children.	<ul style="list-style-type: none"> Observations show consistent quality first teaching that impacts learning and retention of knowledge among disadvantaged learners. Lesson sequencing is well thought out and allows children to revisit key information and assimilate it with new learning in a logical and effective sequence. Assessment of all children, especially SEN and PP, will be robust and lead to improved teaching and allow children to do more and remember more. CPD will be develop the teachers' subject knowledge, leading to improved teaching and outcomes for all children, including disadvantaged.
Robust and progressive curriculum that caters for our disadvantaged learners.	<ul style="list-style-type: none"> Curriculum, especially foundation subjects, are well sequenced and progressive in the knowledge, skills and understanding. Sequencing of learning positively supports cognitive load theory. Assessment of foundation subjects supports the retention of key learning in the long term and supports the learning of our disadvantaged learners.
Progress is made through quality first teaching and robust interventions.	<ul style="list-style-type: none"> All children to make good progress in reading, writing and maths. Clear progress from Baseline to KS1/KS2. Staff will provide timely interventions and support to ensure rapid progress in reading, writing and maths. Resources available to support teaching will be of a high quality and will help scaffold the learning. PP children, especially those that are SEN will be supported through robust interventions and recorded on their provision maps. SEN assessments will take place for those children who are NOT and not SEN.
All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.	<ul style="list-style-type: none"> Children will have access to support in the form of an ELSA, Thrive trained staff and highly effective relationships with adults and children in the school. Parents will be provided with support via our inclusion manager and family support worker. Children will have access to specialist support to develop their emotional resilience.
All children will develop their pleasure for reading and the profile of reading raised through classroom	<ul style="list-style-type: none"> Increased opportunities to read for pleasure. Targeted interventions for children who see reading as a barrier. Evidence will show progress in reading attainment. Target readers will focus on different key groups throughout the year. Use of both libraries will increase, especially amongst our disadvantaged children.

activities and the use of a KS1 / KS2 library.	<ul style="list-style-type: none"> • Reading lessons will engage and develop children’s comprehension skills.
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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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture.</p> <p>Actions/Approach Subject leaders continue to adapt our curriculum through the lens of the disadvantaged to ensure progression within years and across the school. Foundation subjects are well planned, sequenced and delivered to the highest standard ensuring a broad and balanced curriculum that celebrates all learning and promotes creativity. MAT leader groups will develop foundation subjects using collective knowledge and responsibility. Subject leaders will support ECT’s quickly through a robust programme of study, to deliver quality first teaching. Development of teacher’s subject knowledge, assessment skills and understanding of key end points.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Pupil Premium menu evidence brief</p>	1,2
<p>All children, regardless of background, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions.</p> <p>Actions/Approach Whole School Approach. A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutiny,</p>	<p>“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 the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation 2018)</p>	1,2

<p>learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD. Robust ECF programme delivered by highly effective mentors.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics sessions aimed at pupils, including disadvantaged, who require further phonics support.</p> <p>Action/Approach</p> <p>Little Wandle has been implemented well and used to a high standard. Alongside those that fall behind teachers and TAs will support through 'Rapid Catch up' interventions.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>SEN and PP children supported through the employment of an Inclusion Manager who will work alongside teachers to support children with additional needs.</p> <p>Actions/Approach</p> <p>An element of our Inclusion Manager's salary who works to support and direct targeted interventions put in place by class</p>	<p>Current Inclusion Manager has supported teachers in the application for ECHPs with a 100% of applications being accepted. Inclusion Manager offers invaluable expertise in supporting teachers with strategies and resources to support children and coordinating external support. In line with our School Development Plan strong relationships between school and parents will lead to increased engagement and confidence in our provision leading to better outcomes.</p>	<p>1,2</p>

<p>teachers, monitoring of SEN children through progression mapping and standardised testing. SEN PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.</p>		
<p>Support SEN children through the use of a range of technology within school and the app, Widget.</p> <p>Actions/Approach</p> <p>SENCO to support the training of staff in using Widget to support the learning of our SEN and disadvantaged children, leading to better outcomes.</p>	<p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and trained to support pupils to use it effectively.</p> <p>EEF Digital Technology Guidance Report</p>	<p>1, 2</p>
<p>Employing a specialist Family Support Worker to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.</p> <p>Actions/Approach</p> <p>Family Support Worker to work with individual families using targeted support based on need.</p>	<p>Our Family Support Worker is highly skilled and has supported a great number of families since starting and is highly valued by those she works with. Case studies show great impact on the families supported by the Family Support Worker in their individual circumstances. Evidence also shows a positive impact on the academic achievement of pupils involved. (Feedback 2021/22)</p>	<p>1,2,4,5,6</p>
<p>Employing an Emotional Literacy Support Assistant (ELSA) to allow targeted interventions</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own</p>	<p>1,2,4,6</p>

<p>for individual children and small groups.</p> <p>Actions/Approach</p> <p>Targeted intervention for individual children and small groups to support children with additional emotional needs both long term and short term. Linked with Family Support.</p>	<p>feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills and embedded them within classrooms.</p>	
<p>Behavioural / emotional support using a counselling service.</p> <p>Actions/Approach</p> <p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p> <p>As a school we have seen the impact regular counselling has on both the external experiences of our pupils and the experience within school, leading to greater engagement with their learning.</p>	1,4,6
<p>Robust, targeted interventions for our SEN pupils that are adapted regularly to promote rapid progress leading to improved attainment in reading, writing and maths.</p> <p>Actions/Approach</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2

<p>'Catch up' and 'Keep up' interventions will be targeted and robust. Provision maps will monitor progress of SEN children and enable teachers to adapt approaches to ensure children make progress against their targets. Interventions will be in place for children who need them.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all children to have access to the same opportunities and experiences that support learning both academically, socially and emotionally.</p> <p>Actions/Approach</p> <p>Ensuring all pupils have access to visitors and external trips through financial support where needed.</p>	<p>The pandemic has further distanced the gap between those children who experience a wide range of activities outside of school and we want to ensure all our children have the opportunity to experience things that they may not get the chance to at home and therefore improving their cultural capital.</p>	<p>3,5</p>
<p>Improving the cultural capital of pupils at the school.</p> <p>Actions/Approach</p> <p>Development of a progressive set of cultural experiences that all children will experience as they go through the school.</p>	<p>Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (<i>Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019</i>)</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.</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>	<p>All</p>

Total budgeted cost: £ 55290

Service Pupil Premium Grant

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.	The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4,6
Set up and run the 'Mini Police' programme.	Supporting our community to feel empowered and in control at school is important. Mirroring the responsibilities and service shown by many parents in our community the mini police will continue to develop our work on British values and will give the children key skills needed for the next phase in their learning and life after education.	3,4
A large portion of our service PPG is spent on our FSW, ELSA, inclusion manager and counsellors for the reasons outlined above.		5,2,1

Total budgeted cost: £ 93800

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 2023 academic year.

We know, through targeted support and robust monitoring of all staff, that teaching is of an excellent standard. Teachers used a range of 'catch up' and 'keep up' interventions to support all children. Teachers increased the time that the lowest 20% spent working alongside them and lessons engaged all learners through quality first teaching and well deployed support staff. Through well targeted CPD, continually developed leaders and a developing curriculum the education received by our disadvantaged children has improved, even with the challenges presented by the pandemic and changes in staff.

Our assessments show that not all disadvantaged children are attaining at the expected level for their age in line with our targets from our previous strategy. 28% of our disadvantaged children at the end KS2 attained at the expected level which is below the 60% national average this year. Across the school our disadvantaged children with SEN have not made enough progress to ensure they are attaining at least inline with national SEN attainment of 22%. However, CPD on supporting SEN children, swift interventions and careful liaising with external bodies have ensured all SEN children made progress against targets across the year. This has been carefully monitored using provision maps, observations and book scrutiny.

Attendance for our disadvantaged pupils in the 22/23 year was 92% which is slightly below average but 3% higher than our previous year. It is also only -3% difference between their non disadvantaged peer's attendance. We robustly monitored and challenged persistent absence to ensure all pupils were in school, we believe this is essential in ensuring we are educating and safeguarding our pupils and will focus on it again in this strategy.

All subject leaders continued to develop their curriculums, ensuring that they are sequenced well and focused on key learning to limit the cognitive loads of pupils. CPD was offered to all staff to support their subject knowledge and ability to plan for all children. There was increased evidence of timely 'Keep up' interventions being used, and the use of pre-teaching amongst our disadvantaged children leading to a positive impact on their engagement within lessons and during independent/group activities.

Breakdown of 2022/23 Pupil premium funding and ongoing strategy.

We have analysed the performance of our school's disadvantaged pupils the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 67% of disadvantaged children achieved the expected standard at the end of KS1 and 28% of disadvantaged children achieved the expected standard at the end of KS2. 72% of children within our year 6 cohort were SEN and provision maps show that

although they were not at the expected level at the end of year 6, progress against their targets had been made through quality first teaching and robust interventions and extra tuition.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national level (Though these are to be considered with caution due to the transient community of our school and ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that 100% of our disadvantaged pupils passed their phonics check, compared with 86% of non-disadvantaged pupils. At the end of KS1 50 % of disadvantaged pupils reached the expected standard in Reading and Writing a difference of 19% compared to non-disadvantaged. In maths, 63% of disadvantaged pupils were at the expected level compared to 69% of non-disadvantaged. At the end of KS2 29% of disadvantaged children were at the expected level in Reading, Writing and Maths, compared to 61% of non-disadvantaged pupils. The gap between non-disadvantaged pupils and disadvantaged children has grown this year. 26% of children were at the expected level in Reading, Writing and Maths compared to 67%, 69% and 73% respectively. When we look at data within our disadvantaged pupils, those with SEN, although they make progress, are not in line with their non-SEN peers. We have developed and improved our provision for our SEN students and have identified barriers in their maths reasoning, spelling and sentence structure skills. To combat this all staff have received CPD on Speech and Language, Colourful semantics, manipulatives and adaptive teaching support.

Little Wandle has been embedded within our school and teachers feel confident to deliver it. Teachers present the learning to an excellent standard and engagement of our disadvantaged children is good. Reading groups are well ran and children are able to use the skills that are taught within them independently. 86% of our year 1 children passed the phonics check last year and 100% of the pupils who had to retake it, passed. 100% of our disadvantaged children passed the phonics screening check and meaning focus can move on to their comprehension skills through extra interventions as they enter year two.

The effects of the pandemic are still been felt as LA capacity to support with applications is slow. Even with this barrier, our Inclusion Manager and SENCO have secured 23 EHCPs, has 6 currently awaiting work at county level. The funding and support these bring to the children in our school is invaluable. Our SENCO has continued to develop her practice and has enhanced the school's capacity to support both parents and teachers to better support SEN pupils. Progress amongst all disadvantaged, SEN children is visible in assessments and within provision maps. Our inclusion managers expertise in liaising with correct external agencies has ensured all teachers have been supported to adapt and strengthen their teaching for our SEN pupils. Monitoring of provision maps shows a greater development of SMART targets which has sped up progress and focused interventions.

All disadvantaged children in KS1 and 2 have made use of the libraries to engage in high quality texts and reading for pleasure. Teachers have raised the profile of reading through story time, sharing books with the children, having recommendation boxes and engaging the children in a number of reading activities. We have held three book fairs and have informed parents of the importance of reading. Children speak articulately of their enjoyment of reading and we have seen an improvement in engagement in reading from our disadvantaged pupils. This year the introduction of dedicated reading for pleasure time enhanced children's enjoyment of reading and has raised the profile amongst all children.

Pupils within the school are aware of our ELSA and the reason for the role. Pupil Voice shows that children value the support given by the ELSA and that it has had a positive impact on their school life. All adults are aware of the ELSA role and will direct children to the ELSA to support with concerns raised. 81% of children supported were on the Service Premium register and 100% were on the Pupil Premium register.

Our FSW has supported 65 families over the course of the year working on individual needs, guiding parents to training and information, improving mental health and developing positive relationships in the community. 10 of the children are from pupil premium families. All parents value the support given by FSW and are incredibly positive about the impact according to parent voice. As well as adhoc support where needed, provision of Triple P, food parcels and safeguarding support has been provided.

Counsellors have offered tailored, effective counselling for 37 of our children this year, an increase on the previous year. Our counsellors will also be offering support over the summer breaks where needed. Children speak highly of their time with their counsellors and value the support they offer. Our counsellors have ensured the children they work with develop their coping strategies, allowing them to be emotionally available to access the learning in school. We have also extended their support to offer supervision for staff in school to support their own well-being.

All PP children that required space in our ASC and BC were supported to do so this year. By providing wrap around care for our pupils it ensured that extra strain is not placed upon households and supports pupil's transitions into and out of school as well as offering important social activities. The subsidising of school trips meant that all pupils were able to attend a range of school trips that extended their learning experience and grew their cultural/social capital.

Funding a number of devices and programmes including Clicker, talking tin and Reading Pens has enabled a number of children to access learning in a way that is personal and effective for them. This has greatly developed the independence of our children and allows greater access to the curriculum. In doing so, provision maps and book scrutiny shows that all disadvantaged children are making progress against their targets. The effective implementation of assistive technology within school has led, in part, to the school achieving the Dyslexia Friendly School award and playing part in a film series celebrating it's use.

Externally provided programmes

Programme	Provider

Service pupil premium funding

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?	In the year 2022-2023 we spent a large portion of our service pupil premium funding on a FSW, Inclusion Manager and ELSA – the impact of which is outlined above.
What was the impact of that spending on service pupil premium eligible pupils?]	<p>The support of a FSW, ELSA and inclusion manager is invaluable to all school staff and parents. They offer an essential life line to vulnerable parents through guidance, training and correct direction to outside agencies as well as internally where they support teachers with learning strategies and expert knowledge. Detailed impact of these roles can be found in the outcomes section.</p> <p>Our Remembrance garden was opened by Jordan Wylie and Rick Webb, both close friends of the school and military personnel. The children value the area and it is seen as the centre of our school and is used for a variety of activities such as reflection and bluey club.</p>

Further information

- Termly, robust monitoring schedules are shared with all staff and subject leaders understand the importance of including disadvantaged and SEND children as a key focus for all learning walks, observations, pupil voice and book looks. Regular feedback is shared with staff and followed up actions are created.
- Whole school, child friendly targets introduced to children 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.
- Attainment has been assessed through PPMs to determine the progress and achievements that the children have made over the year. Teachers have used these to inform their planning and their understanding and knowledge of starting points for all children. They have also been used to inform our PPMs which are highly focused on ensuring the very best support is in place for all pupils.
- All parents attended parent's evenings where their children's progress was discussed and areas for development were advised.
- Teaching across the school is of a high quality and the impact of our newly developed Teaching and Learning principles is evident within classrooms.
- Every class has a teaching assistant who is supported through quality CPD and in-house training from subject leaders.
- Staff PMR's show that staff are highly skilled, passionate and effective in their roles.
- Children speak highly of the support available to them.
- Six weekly phonics assessments ensure all children are matched with the correct reading material to match their phonic level.
- 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.

Recovery Funding Strategy 2023 - 2024

Zouch Academy

Recovery Funding - Targeted academic support

Total available: £4350

Funding available	Source
£4350	Zouch Academy 2023-2024 Recovery Funding budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Improve the love of reading amongst children through quality texts, reading for pleasure activities and effective reading sessions. 	<p>As a school we understand that reading is the gateway to the curriculum. We have developed a robust curriculum that is raising the profile of reading and we want this to extend beyond the walls of the school.</p>	1,2
<ul style="list-style-type: none"> Provision of high quality CPD for staff. 	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1).</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1,2
<ul style="list-style-type: none"> Implement an inclusive school-led programme that allows children to develop life skills, improve attendance, develop a growth mindset and build resilience. 	<p>Across our school we have noticed that children are less resilient and need continued support to work as part of a team and approach difficult situations positively and with the correct skills. Initially the whole staff will be trained in the program and then implemented in two year groups before been expanded across the school.</p>	1, 3,4,6