

# 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 in addition the pupil premium strategy for 2024 to 2025, 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	Outwood Academy City Fields
Number of pupils in school	898
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	30 December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michelle Colledge-Smith
Pupil premium lead	Michelle Wake
Governor / Trustee lead	Michael Devaney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,750

# Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across the curriculum, in addition we will work to provide pupils with key skills they need for lifelong learning and a healthy participation in the wider world.

Our focus is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Pupils improve their reading and literacy skills (reading, writing, oracy), specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects.

Pupils improve their numeracy skills during KS3 to achieve 5+ or better in English & Maths in Year 11.

To improve and support attendance figures for all Pupil Premium pupils. Reduce the number of persistent absentees.

Increase the number of parents/carers engaging in supporting Pupil Premium pupils education to promote better education and outcomes.

To support Pupil Premium pupils Social, Emotional & Mental Health needs (a recognised area of concern following the recent pandemic).

To increase pupil aspirations and experiences of the wider world.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - The rates for Pupil Premium pupils are below their peers. They also have a higher rate of persistent absenteeism (PA) than their peers.
2	Low levels of literacy - Pupil Premium pupils have a lower starting point in terms of their reading than their peers.
3	Low levels of numeracy - Pupil Premium pupils have a lower starting point in terms of their numeracy than their peers.
4	Parental support is hampered by a number of factors; <ul style="list-style-type: none"><li>● Access to the internet and suitable technology</li><li>● Engagement with technology</li><li>● Language barriers (59% of PP pupils are identified as EAL in Y11 (First language is not English), however a greater number of pupils have English as their first language but their parents/carers do not).</li></ul>
5	More young people have become social skill deficient in a number of areas: <ul style="list-style-type: none"><li>● Basic Communication Skills</li><li>● Empathy and Rapport Skills</li><li>● Resilience</li><li>● Interpersonal Skills</li><li>● Problem Solving Skills</li><li>● Accountability</li></ul> Our goal is to aid pupils in building these skills and others so that they thrive in society.

## Intended outcomes summary over 2023-24

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	Interventions Review & Impact
<p>Increase engagement in reading (KS3)</p>	<p>Greater number of boys accessing the LRC</p> <p>50% of cohort to show improvements in STAR test scores</p>	<p>All Year 7 and Year 8 pupils receive one weekly lesson in the LRC during one of their English lessons. As a result, all male pupils who are eligible for the Pupil Premium in Year 7 and 8 (77 and 72 pupils respectively) are accessing the LRC.</p> <p>As part of this weekly lesson, pupils are able to access MyOn to read books online, or they can select a hardcopy of a book if they prefer. When pupils complete their book, they test on Accelerated Reader. They conduct 4 formal tests on Accelerated Reader per year, each time testing for their reading age.</p> <p>Any pupil who scores a reading age of below 8 will complete a Ruth Miskin screening test. If needed, they then move onto the Miskin Programme. The Miskin programme focuses on phonics, which is taught at Key Stage 1. There are currently 10 pupils across Year 7 and Year 8 eligible for the Pupil Premium who are on this programme. One of these started at the end of the academic year (June) due to speaking no English when initially joining, and so being placed on the EAL programme beforehand. Of the remaining 9, 6 (67%) have made progress so far this year and have increased their reading age.</p> <p>Those with a reading age below 10 are screened for Rapid Reading. There are currently 9 Year 7 and 5 Year 8 who are eligible for the Pupil Premium who are currently on the Rapid Reading programme.</p> <p>As of May 2024, 3 of the 4 formal tests have taken place. Results show that 39 out of 77 pupils eligible for the Pupil Premium in Year 7 have had an improved reading age (50.6% of the cohort). For Year 8, 36 out of the 72 pupils eligible for the Pupil Premium have had an improved reading age (50%). On average, just over 50% of the cohort across Year 7 and Year 8 have made progress with their reading ages.</p> <p>In Year 9, two classes of pupils have the same weekly structure as Year 7 and Year 8 pupils. These are Year 9 pupils who have been identified as working below their expected level in English, resulting in additional literacy intervention. There are 13 pupils in Year 9 who are eligible for the Pupil Premium, and 8 have improved their reading ages on the 3 formal tests completed so far this year. That is an increase of almost 62%.</p>
<p>Increase Maths knowledge</p>	<p>Close the learning gap between identified catchup pupils and pupils who achieved expected standards</p>	<p>There are three types of intervention operating in Maths: 1-2-1 tuition, numeracy tutor groups and a 'fluent 5' group. Pupils in Year 7 are based on a combination of their SATS scaled score for Maths and the assessments they complete when they first arrive in September. The Year 8 and 9 groups are based on in-class assessments over time. Pupils who are performing below expected are placed in intervention.</p> <p>In Year 7, there are currently 8 pupils eligible for the Pupil Premium who attend 1-2-1 tuition (one of which joined later in the year, just after Easter). Of the 7 who have been attending since Christmas, 6 have been making progress over time. The one pupil who has not made progress may be a reflection of poor behaviour shown in these sessions. When comparing to</p>

		<p>pupils not eligible for the Pupil Premium, those who are eligible made more progress, with an average increased score of +4.2 per pupil, compared to an average increase of +3 per pupil not eligible. There is also a very small group of Year 7 pupils who meet during tutor time to complete a set of 5 basic numeracy questions. There are 4 pupils in total, 2 of which are eligible for the Pupil Premium. The questions are on similar topics each week to build fluency. Based on their starting and ending assessment points, both of the pupils eligible have made progress during this intervention.</p> <p>In Year 8, there is a small group of 1-2-1 intervention that takes place, made up of only 6 pupils. Only one of these is eligible for Pupil Premium, although they have not attended since May half term due to refusal. For the sessions the pupil had attended, they had made progress, securing their understanding for all topic areas apart from one.</p> <p>Of the 18 pupils in the numeracy tutor group, 10 are eligible for the Pupil Premium. These pupils were selected based on their SATS results and in-class assessments across Year 7. 80% have made steady progress across the year. NB: One pupil refuses to attend school, with an attendance of &lt;10%.</p> <p>Year 9 pupils access intervention via the numeracy tutor group. Of the 19 pupils selected for this group, 7 of them are eligible for the Pupil Premium. These pupils were selected based on in-class assessments across Year 8. 4 out of the 7 (57%) have shown to be making steady progress across the year. NB: The progress of the other 3 pupils may be a reflection of poor behaviour shown.</p> <p>Pupils eligible for the Pupil Premium have been a focus group for intervention throughout this academic year, and plans to continue this focus into the next academic year have been agreed.</p>
<p>Increase aspirations</p>	<p>Close the gap between disadvantaged pupils and non-disadvantaged pupils at 5+</p>	<p>Based on PS5, there is still a noticeable gap between disadvantaged and non-disadvantaged pupils, although there improvement throughout the academic year and compared to last years' cohort. However, the reading scaled scores of those eligible for the Pupil Premium is lower (99) compared to non-pupil premium (100). See below for results.</p>
<p>Improve attendance</p>	<p>Reduced number of pupils PA.</p> <p>Increase the overall attendance of PP pupils so that we close the gap with the national average.</p>	<p>Overall, the attendance of pupils eligible for the Pupil Premium has increased compared to the same time last year, whilst the PA has increased. However, much of this is due to a new rule introduced in September 2023, which meant any pupil who arrives at school more than 30 minutes after the registers close are no longer marked as present. Instead, they are given a U code - this represents they are present in school but does not contribute to the overall attendance data.</p> <p>The comprehensive attendance team has led to the increased attendance of pupils eligible for the Pupil Premium. There is a tight routine in place for absent pupils, starting with a text and then a follow up phone call, moving to home visits if required. This is also supported by a pyramid education welfare officer who also works across the two local primaries. This has supported the transition of pupils from Year 6 to Year 7, especially those considered to be disadvantaged.</p>

## Outcomes 2023-24

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	99	103	-0.59	18.9	37.7	32.1	52.8	28.3	45.3
Most Able Disadvantaged	112	115	-1.19	66.7	83.3	66.7	83.3	83.3	83.3
Non-Pupil Premium	100	103	0.35	37.1	54.6	57.7	70.1	41.2	57.5

Attendance improved for Pupil Premium pupils 87.96%, however PA increased 43.47%.

## Outcomes 2022-23

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	101	102	-0.72	21.4	31	42.9	57.1	28.6	35.7
Most Able Disadvantaged	112	110	-1.29	50	62.5	62.5	62.5	62.5	75
Non-Pupil Premium	102	103	+0.37	45.1	65.7	65.7	80.4	48.0	66.7

Attendance for Pupil premium pupils is 86.73%. PA is 42.82%.

## 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.

Most of the monitoring arrangements will be reviewed in the following ways:

- Feedback from Pupil Voice
- Feedback from Staff Voice
- Feedback from Middle Leaders & Senior Leaders
- Improved achievement outcomes

However in each area there may be other ways that outcomes or approaches may be reviewed due to the nature of the activity.

## Teaching

Budgeted cost: £ 61,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>I. Quality of teaching and learning. CPD on quality first teaching based on the strategies that work with Pupil Premium pupils. ACE, SEND, SEMH and Trauma informed practice implemented across the school to all staff.</p> <p>CPD Maths Mastery Voice 21 Trauma Informed Practice ACEs training Teach First Ruth Miskin Training Positive Behaviour Handling Safeguarding Educational School Based Avoidance</p>	<p>Quality first wave teaching is essential to support all pupils and staff. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period.</p> <p>Subject development and mastery improves teaching styles and understanding and the impact is around 2+ months. Staff CPD can support pupils in making 4+ months of progress.</p> <p>Implementation: Set strategies for staff agreed by departments Consistent messages shared with pupils L&amp;P used to review practices and share best practice Coaching used to build confidence Trauma Informed Practice development sessions Planning of key activities around themes and topic and key parts of the year such Mental Health week, Numeracy activities - Pi day Focus on different types of CPD to support staff stage of career and not blanket CPD Choose partner opportunities/provision - NIoT Training sessions for staff during Learning and Performance time. Calendared training to support staff progress</p> <p>Outcomes: Pupil attendance is improved Pupil outcomes and their accessibility to learning is improving Reduced incidences of poor behaviour Differentiation is used effectively so pupils can access learning at their level Narrowing of the gap between PP and Non-PP pupils Increased engagement Improved practice of staff Improved mental well being of staff through positive development Better pupil guidance and development strategies Increased teacher retention</p>	<p>1, 2, 3, 4</p>

	Improved attendance due to feeling encouraged	
Director Support	<p>Guidance and support from directors (experts in their field) within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict pupil progress for Pupil Premium pupils. Directors support teachers and leaders by developing teacher expertise and creating tools and professional development to enhance pupil knowledge and understanding.</p> <p>Implementation:  Subject Directors will be assigned to specific subject areas and will work collaboratively with teachers and Heads of Department to ensure the following:  Curriculum Enhancement - Subject Directors will leverage their subject-specific expertise to enhance curriculum content and design  Pedagogical Guidance - Subject Directors will provide guidance on effective teaching strategies, and build a culture of professional development  Data-Driven Insights - They will analyse pupil performance data to identify trends, learning gaps, and areas that require targeted intervention  Collaborative Planning and resource allocation - Collaboration between Subject Directors, teachers, and Heads of Department will be encouraged to create cohesive and impactful strategies and resources that span across grade levels and subject areas.</p> <p>Outcomes:  Improved understanding and knowledge of Maths/Science/English/MFL/Humanities  Review of teachers skills and routines  Improved practice from teachers to leaders  Enhanced engagement as pupils are catered for  Informed and standardised provision</p>	1, 2, 3



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

Budgeted cost: £ 148,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Intervention sessions</p> <p>121 Maths, English &amp; Science tutors</p> <p>Tutors groups for Maths, English and Science</p>	<p>Additional support for pupils to increase progress and attainment. pupils who received individualised support are said to accelerate their progress by +4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>Planning of key activities/gaps to strengthen basic knowledge and understanding</li> <li>Curriculum alignment of tutoring</li> <li>Skill reinforcement and practice</li> <li>Building of positive/proactive relationships</li> <li>Small groups mapped effectively to reduce cross over</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Improved mental well being and positive development through confidence building</li> <li>Better pupil guidance and development strategies</li> <li>Transferable skills across subjects and disciplines</li> <li>Accelerated Progress</li> <li>Improved attendance due to feeling encouraged</li> </ul> <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> <li>Analysis of results over time and based on starting point</li> </ul>	<p>1, 2, 3, 5</p>
<p>Alternative Provision</p>	<p>Support for children who need to be reintegrated back into school or that the constraints of school is currently a barrier to learning academically, socially or emotionally. Tailored Learning Plans can provide customised learning plans that cater to the specific needs and interests of each pupil, leading to improved engagement and outcomes (Leighetal., 2020).</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>Building of positive/proactive relationships</li> <li>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</li> <li>Regular monitoring of provision</li> <li>Share curriculum links to provision</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Improved mental well being and positive development through success and provision intervention</li> <li>Transferable skills from provision to school</li> </ul>	<p>1, 2, 3, 5</p>

	<p>Improved attendance due to feeling encouraged</p> <p>Monitoring and Evaluation: Analysis of behaviour over time and based on starting point</p>	
Uniform	<p>Allows all children to feel like they belong to the Academy</p> <p>Implementation: Building of positive/proactive relationships and community Collective understanding shared of why we wear uniform Support for those who cannot afford uniform either by Pupil Premium fund or Hardship fund</p> <p>Outcomes: Improved mental well being and positive development through community building Improved attendance due to equality in dress and appearance Helps to support sense of self</p>	1
<p>Subscriptions and Services</p> <ul style="list-style-type: none"> <li>● Sparxs</li> <li>● Educake</li> <li>● Accelerated Reader</li> <li>● MyOn</li> <li>● Twinkl</li> <li>● Edukey</li> <li>● Langugagenut</li> </ul>	<p>Improves progress and engages pupils and families with learning. Dr Frost Maths supports a visual way of gaining new Maths skills, learning can also be continued and accessed at home. Educake supports progres in Science and checks for understanding. MyOn and Accelerated Reader offer pupils accessible ways to engage with text and reading.</p> <p>Setting homework and extended learning packages can have 4+ months impact.</p> <p>Implementation: Selection of Effective Tools - We have carefully chosen software tools that are evidence - based and have demonstrated positive impacts on pupil learning and engagement. Each week pupils in Y7-11 are shared a set piece of homework linked to their ability and area of focus. Homework club to help support pupils Weekly review of achievements by teachers Trust homework league</p> <p>Outcomes: Improved understanding and knowledge of Maths/Science/English Build up of skills and routines Improved practice Enhanced engagement</p> <p>Monitoring and Evaluation: Feedback from Middle Leaders &amp; Senior Leaders Improved achievement outcomes Completion rates of tasks set</p>	1, 2, 3, 4

<p>Educational Material - including DT resources, basic equipment for pupils</p>	<p>Provision of material for children who otherwise would not have access in order to enhance learning.</p> <p>Implementation:          Planning of key activities around themes and topic and key parts of the year such as Dawali, Christmas, Eid          Selective trips to inspire and encourage growth - reward trips for Y7-9          Offer of wider opportunities such as theatre trips and sporting events          Planned and calculated activities to provide broad and balanced activities for all pupils to engage in.</p> <p>Outcomes:          Broaden horizons and world understanding          Improved practice in design technology          Enhanced engagement in the Arts and Performance          Wider opportunities for growth          Create a sense of awe and wonder          Improved mental well being</p> <p>Monitoring and Evaluation:          Improved attendance</p>	<p>1, 4, 5</p>
<p>Enhanced opportunities - Trips/Music/Materials</p>	<p>Enrichment of the curriculum for pupils who otherwise would not be able to experience new things - motivate and inspire children. Learning to play a musical instrument improves attainment across subjects and also motivates and inspires children. <a href="#">Arts participation   EEF</a></p> <p>Equity and Inclusion: Providing access to enrichment activities is particularly important for disadvantaged pupils to ensure equal opportunities (Gibson and Asthana, 2017). These experiences can mitigate the gap between different pupil groups and promote inclusivity.</p> <p>Implementation:          Planning of key activities around themes and topic and key parts of the year          Selective trips to inspire and encourage growth          Offer of wider opportunities          Links to cultural/sporting/performance opportunities</p> <p>Outcomes:          Build up of skills and routines          Broaden horizons          Improved practice          Enhanced engagement          Wider opportunities for growth          Create a sense of awe and wonder          Improved mental well being</p> <p>Monitoring and Evaluation:          Improved attendance</p>	<p>1, 4, 5</p>

<p>Revision Guides</p>	<p>Our Pupil Premium (PP) strategy acknowledges the significance of effective revision, recap, and recall strategies in enhancing students' understanding, retention, and application of key concepts. To address the challenges posed by varying learning needs and to ensure equitable access to resources such as revision guides and resources.</p> <p>Implementation:  Selection of Effective Tools - We have carefully chosen tools that support revision strategies and fit inline with studies.</p> <p>Outcomes:  Improved understanding and knowledge  Build up of skills and routines with the use of the resources  Improved practice</p>	<p>2, 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 181, 032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Team:</p> <p>Teaching Assistants Inclusions Officers &amp; Admin</p> <p>Bridge &amp; PLC Manager</p> <p>Learning Managers</p> <p>Educational Psychologist</p>	<p>Pastoral and SEND leadership to ensure high quality provision.</p> <p>Provides a safe and nurturing environment to form a bridge between home and school where interventions such as: Individual instructions take place - 4+ months Aspiration interventions - unknown Behaviour interventions - 4+ months</p> <p>Provides pastoral support and a link between home and school, supporting and challenging pupils socially, emotionally, academically and behaviourally.</p> <p>Provides support for children and families so that they can regularly attend school. We utilise their skills to promote health attendance. pupils are discussed weekly so that effective interventions can support increased attendance.</p> <p>Implementation: Retain key staff Training key staff Building of positive/proactive relationships Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related Regular monitoring through Inclusion meetings Weekly meetings Tracking systems to identify progress</p> <p>Outcomes: Improved mental well being for pupils and staff, clear roles identified Development of social skills Improved attendance Improved end of key stage outcomes Reduced gaps in learning</p>	<p>1, 4, 5</p>
<p>Progress Careers</p> <p>Higher aspirations activities</p> <p>Careers Cafes</p>	<p>Offers careers advice to motivate and inspire children. It is unknown what impact this has however we have taken this further to include more trips to business centres such as Asda and additional further education establishments such as New College, Sheffield University etc</p> <p>Implementation: Building of positive/proactive relationships Selection of appropriate provisions to support pupil success, vocational placements also encouraged</p>	<p>1, 5</p>

<p>Careers trips</p> <p>College/PI6 provider trips</p> <p>University Trips</p>	<p>Year 11 - Assemblies from local PI6 providers</p> <p>Year 10 - attend PI6 taster days</p> <p>Year 10 - University trip</p> <p>Careers Cafes to encourage conversations from Y7 -Y11 with local and national workplaces</p> <p>Weekly Careers meetings with unbiased support worker</p> <p>Outcomes:</p> <p>Improved mental well being and positive development through success and provision intervention</p> <p>Transferable skills from provision to school</p> <p>Improved attendance due to feeling encouraged</p>	
<p>After school sessions &amp; Holiday sessions</p>	<p>Pupils engaging outside of the normal school hours especially for Y11 promotes an increase of 3+ months. It strengthens pupils' confidence and ability to recap and recall effectively. Research indicates that additional learning time, such as after school and holiday sessions, positively affects pupil achievement (Cooperetal.,2006).</p> <p>Implementation:</p> <p>Homework club to help support pupils</p> <p>Enrichment programmes on offer to create and inspire outside of the traditional curriculum</p> <p>Recap and recall opportunities</p> <p>Planning of key activities around themes and topic</p> <p>On occasion focus on targeted approach</p> <p>Outcomes:</p> <p>Improved understanding and knowledge of Maths/Science/English/MFL/Humanities</p> <p>Build up of skills and routines</p> <p>Improved practice and confidence</p> <p>Enhanced engagement</p> <p>Improved mental resilience</p> <p>Development of relationships between pupils and staff</p> <p>Personalised support</p> <p>Monitoring and Evaluation:</p> <p>Completion rates of tasks set</p>	<p>1, 2, 3</p>
<p>Social, Emotional, Mental Wellbeing Support:</p> <p>iSpace Support</p> <p>Luke's Lads</p> <p>BEAM/Boxing group</p> <p>Inclusion Panel</p>	<p>Provides mental health support for pupils and staff who identify as needing support. There are numerous learning points to support SEMH throughout the year to identify contact points and ways we can develop better wellbeing.</p> <p>Implementation:</p> <p>Building of positive/proactive relationships - communication to parents/carers of support offered</p> <p>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring of provision via Inclusion meetings</p>	<p>1, 5</p>

<p>Compass</p> <p>Future In Minds</p>	<p>Outcomes:</p> <p>Improved mental well being and positive development of self-care skills</p> <p>Improved attendance due to feeling encouraged</p> <p>Development of confidence</p>	
<p>Platform parental engagement:</p> <p>Group call</p> <p>Xpressions</p> <p>School cloud iPay</p> <p>Translation services</p> <p>CPOMS</p> <p>Newsletters</p> <p>Facebook X</p> <p>School website</p> <p>Google Guardians</p>	<p>Parental engagement is seen to improve progress by 4+ months. There are a variety of ways to do this and we are engaging in this way with a variety of strategies.</p> <p>Implementation:</p> <p>Key events shared via social media and website</p> <p>Regular communication via texts (Groupcall) and Xpressions</p> <p>Outcomes:</p> <p>Improved attendance for some due to feeling encouraged with truancy call</p> <p>Improved confidence between pupils, parents/carers and school</p> <p>Increased support from all stakeholders</p>	<p>1, 4, 5</p>
<p>Behaviour Interventions</p>	<p>Depending on the intervention there can be an increase of 4+ months.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> <li>● Onsite in-house behaviour &amp; respect sessions</li> <li>● Onsite in-house amended timetables</li> <li>● Onsite support from external providers</li> <li>● Offsite/External coaching and mentoring</li> </ul> <p>Clear communication with pupils and parents through the behaviour interventions is key. Consistent communication between school staff and parents is essential for mutual understanding of pupil behaviour. This allows for the development of effective behaviour management strategies, as supported by Epstein (2018).</p> <p>Implementation:</p> <p>Building of positive/proactive relationships</p> <p>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring through weekly Inclusion meetings</p> <p>Learning Managers and links to monitor via oCloud</p> <p>Outcomes:</p> <p>Improved mental well being and positive development through success</p> <p>Transferable skills</p> <p>Confidence building</p> <p>Improved attendance due to feeling encouraged</p> <p>Improved end of key stage outcomes</p> <p>Reduced gaps in learning</p> <p>Monitoring and Evaluation:</p>	<p>1, 5</p>

	Feedback from pupil Voice Feedback from Provision Voice Analysis of results over time and based on starting point	
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## Total budgeted cost: £ 390,709

Note - Interventions have been linked to the Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

## Externally provided programmes

Programme	Provider
Homophobia	iSpace & Spectrum
Relationships & sex education	Spectrum
Gardening Club	Grow Wakefield
Reading Interventions	Fresh Start
Flash Academy - EAL Literacy	Flash Academy
Careers	Progress Careers
Various Behaviour Programmes	Future In Minds
Translation	DA Languages



## Recovery Premium 2023-24

In addition to the pupil premium funding there is the recovery premium. This will be focused on supporting in class and Social, Emotional, Mental, and Health support to improve confidence, trust, aspiration and consistency.

School received £74, 658. City Fields will be spending the recovery premium on:

Pyramid EWO role	23,301
PSCO support	10,791
Additional Learning Manager role	31,025
Deeps	4,000
iSpace additional day	6,000
Total	£75,117