

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                                                          | Data                                |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Name of school                                                                                                  | Powers Hall Academy                 |
| Number of pupils in school                                                                                      | 282                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 42%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23,2023-2024,2024-2025         |
| Date this statement was published                                                                               | September 2022                      |
| Date on which it will be reviewed                                                                               | July 2023                           |
| Statement authorised by                                                                                         | Daniel Sheehan<br>Maxine Harrington |
| Pupil premium lead                                                                                              | Daniel Sheehan<br>Maxine Harrington |
| Governor / Trustee lead                                                                                         | Barry Collyer                       |

### Funding overview

| Detail                                                                                                                                                                                                                                                                                                                                              | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                                                                                                                                                                                 | £ 150965 |
| Recovery premium funding allocation this academic year                                                                                                                                                                                                                                                                                              | £5663    |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>                                                                                                                                                                  | £156,628 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Powers Hall Academy, we have high aspirations and ambitions for all our children. We are determined to ensure that the children at our school have every chance to realise their full potential. We understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome, taking a tiered approach which includes ensuring all children have access to excellent classroom teaching; targeted academic support to help children make progress; and wider strategies tackling the non-academic barriers to success, such as social and emotional support or behavioural support. Our identification of need is based on assessments and not assumptions. Our staff team are experts in our pupils, not their labels. We believe that every interaction matters and that all children should feel a sense of belonging and ownership. We will utilise the Pupil Premium, which is additional to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. We will ensure funding to tackle disadvantage reaches the pupils who need it most.

In addition to this, 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, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

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 (Education Endowment Foundation 2021). In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. 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 objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide nurture to support pupils in their emotional and social development

### Contextual information

Powers Hall Academy is one of five schools in Connected Learning MAT, an average sized school and is a three-form entry with capacity for 360 pupils but there are currently 10 classes and numbers fluctuate across the year groups. It is situated in a deprived area of Witham. The school location deprivation indicator is in quintile 4 (more deprived) of all schools. We have a higher than the national average of pupils from disadvantaged homes and % FSM (42% - the highest 20% compared to all schools). 6% pupils have English as an additional language which is close to the national average.

6% of our pupils are on our 'live safeguarding caseload' for reasons such as DV, alcohol abuse, child sexual exploitation, extending to those who have also increasingly reached financial and emotional/mental health crisis point since the pandemic.

SEND need is high across the school at 17% (46 pupils), 24% (11) of those with SEND have an EHCP and are of high incidence SEND. This equates to 4.2% of the pupil population which is well above average. Over the past year, the level of SEN needs has been formally recognised with a thorough revision of the SEN register. SENCo supports pupils in tandem with an increased number of EHCP Needs Assessment submitted, reflect the significance of the barriers our pupils face in their learning. 35 children have additional learning difficulties that do not meet EHCP threshold but require support and specific intervention, we are monitoring 38 children on our Watchful Waiting list regarding individual needs that will require support from the SEND team or outside agencies. These pupils are supported to access the curriculum through the use of scaffolding, precision teaching and use of adults and resources such as Communicate in Print.

The majority of pupils are White British (82% 2022) 18% BAME. No enhanced provision designation.

## Challenges

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

| Challenge number | Detail of challenge                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------|
| 1                | Poor language and communication skills                                                                |
| 2                | Poor learning behaviours and attitudes to learning (and high-quality experiences to support learning) |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 3 | Lack of practising, applying skills and retrieval of knowledge                                                                                                                                                                                                                                                                                                                                                                |
| 4 | External barriers such as attendance and punctuality issues; chaotic family lives impacting on emotional wellbeing and mental health<br>Through our assessments (including wellbeing survey), observations and discussions with pupils and families, it has been identified that many pupils suffer from mental health difficulties, including social and emotional difficulties (friendship issues, family issues, anxiety). |
| 5 | To ensure all children achieve at least age-appropriate reading and writing skills irrespective of starting point                                                                                                                                                                                                                                                                                                             |
| 6 | To narrow the attainment gap between disadvantaged and non-disadvantaged pupils                                                                                                                                                                                                                                                                                                                                               |
| 7 | To ensure all children achieve at least age-appropriate mathematics irrespective of starting point.                                                                                                                                                                                                                                                                                                                           |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attainment gap between disadvantaged and non-disadvantaged significantly reduced | Teacher assessed data will be analysed at the end each term and compared to pupil outcomes from summative assessments at the end of the prior year for progress.<br>Review highlight areas for development and addressing.<br>Provision of intervention strategies based on research and data of need.<br>Provision of additional tutoring.<br>90% of children achieve the expected standard upon exit from school.                                                |
| Improved oral language skills and vocabulary among disadvantaged pupils.         | Use sentence stems to communicate ideas<br>Justification and reasoning<br>Interactions initiated by pupils with peers and other adults<br>From the current oracy position in September 2022, pupils will: <ul style="list-style-type: none"> <li>• Know their own strengths for communicating effectively</li> <li>• Pupils will use oracy skills to begin to resolve issues</li> <li>• Pupil progress meetings will evidence this as will observations</li> </ul> |

|                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Pupils will develop learning behaviours that enable them to be successful in all areas of the curriculum. Learning behaviours will be supported, taught and encouraged by all staff including class teachers, behaviour lead and FLO so that PPG pupils are motivated and equipped to learn.</p>       | <p>PPG pupils are observed to have improved learning behaviours, discussed at pupil progress meetings and with the behaviour lead so that the meet age-related expectations.</p> <p>Improved behaviour feedback on pupil questionnaires.</p> <p>Under 5% of pupils report that behaviour in lessons and around school is less than good.</p> <p>Pupil's behaviour is not a barrier to their learning.</p> <p>Curriculum offer adapted to meet cohort needs.</p> <p>Consistent mantras used by all staff</p>                                                              |
| <p>Improve retention and retrieval of knowledge.</p> <p>Using the research on Cognitive Load Theory (CLT), a well-sequenced, well-constructed curriculum that builds on pupils' prior knowledge and makes connections to give rise to understanding and build schemata is implemented consistently.</p>   | <p>Children will be fully engaged in retrieval sessions and will be able to recall prior knowledge.</p> <p>Children will be using high quality, subject-specific vocabulary to explain prior learning.</p> <p>Children will know more and recall more. The challenge will result in longer term learning. They will have decreased test anxiety.</p> <p>Children will be aware of gaps in their learning as will the teachers and both memorisation and understanding will have improved.</p> <p>Expert CPD for all staff on approaches to retrieval and dual coding</p> |
| <p>Attendance monitored by the Heads of School, Family Liaison Officer and Attendance Office Lead and attendance policy triggered in a timely manner. Pupils will be attending school regularly and will be punctual. There will be an increase in attendance rates for pupils who are Pupil Premium.</p> | <p>Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is at least in line with national average for this group.</p> <p>Improved attendance and punctuality through 'Meet and Eat' soft start linked to Maslow's hierarchy of need and the NHS Five Ways to Wellbeing.</p>                                                                                                                                                                                                                  |
| <p>Pupils' emotional wellbeing and resilience improves through provision of support, meeting the emotional needs of pupils</p>                                                                                                                                                                            | <p>Pupil morale is raised</p> <p>Pupil resilience to learning is raised through the 'Power of Yet'</p> <p>Pupils feel listened to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>and reducing barriers to learning related to pupil wellbeing and behaviour.</p>                                                                                                                                                                                        | <p>Pupils have a bank of strategies available to them to support their emotions and behaviours inside, outside, at school and elsewhere (Zones of Regulations).</p> <p>Pupils enjoy coming to school</p> <p>Pupils make at least expected progress in their learning</p> <p>Engagement and outcomes for pupils causing concern will have increased from starting points.</p> <p>There are clear systems in place for referrals as well as signposting families to additional specialist support.</p> <p>Information gathered from pupil feedback questionnaires, including anti-bullying survey, shows that children feel they have strategies to manage their emotions and mental wellbeing.</p> <p>To be accredited with the three Mental Health Awards: Committed, Achieving and Excelling.</p> |
| <p>Reading and phonics outcomes for all pupils at least at age related expectations</p> <p>All pupils including PPG will receive quality phonics and reading teaching with appropriate 'rapid catch up sessions' when needed, delivered through Little Wandle phonics</p> | <p>Reading attainment for PPG pupils will be in line with non-PPG pupils. Parents will see reading as a priority and engage with teachers and the school in supporting reading.</p> <p>Parents will support learning at home, specifically reading. Parents will be encouraged and shown how to best support learning and will become familiar with the schools' schemes of work.</p> <p>Echo and choral reading strategies embedded across the school to support reading fluency.</p> <p>Assessment tracking and gap analysis highlights areas for growth and development through Accelerated Reader.</p>                                                                                                                                                                                         |

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|                                                                                                                                                                                                                                 | <p>Daily paired reading fluency sessions develop pupils' expression and volume, phrasing, smoothness and pace.</p> <p>All pupils assessed in phonics on entry so their pathway and specific teaching can be created</p> <p>CPD time allocated for deliberate practice, reflection and evaluation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard is in maths narrowed because teaching is precise and of a high quality to meet the needs of the children.</p> | <p>KS2 maths outcomes in 2022/23 show the percentage of disadvantaged pupils who met the expected standard is in line with national.</p> <p>Daily Fluent in Five sessions implemented to improve pupils mental calculation and fluency with the four operations.</p> <p>All teachers use consistent methods to the teaching of multiplication facts through the counting stick.</p> <p>Targeted support and interventions for children working below age related expectations and address gaps in learning through keep up not catch up.</p> <p>Assessment tracking and gap analysis highlights areas for growth and development.</p> <p>KS2 Attainment in Mathematics significantly below national in 2022</p> <p>KS2 mathematics progress (-3.6) significantly below national and in the lowest 20% in 2022</p> |
| <p>High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make</p>                                                    | <p>Monitoring of teaching and learning shows that all children are receiving quality first teaching</p> <p>Staff CPD has a positive impact on the quality of teaching and learning</p> <p>Dual needs SEND PPG pupils have improved access to high quality teaching and a more personalised provision/curriculum experience</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 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: £53690.18

| Activity                                                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
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| Weekly professional development meetings, focussing on pedagogy linked to 7-Stage Teaching and Learning model, effective use of assessment and targeted curriculum initiatives.                                                                                                                               | <a href="#">EEF-teacher professional development</a><br>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3,5,6                         |
| All staff, including support staff will benefit from a regular schedule of evidence-based research to drive professional development, and ensure that there are opportunities for teachers to share best practice and engage in professional discussion to improve their pedagogical content knowledge (PCK). | See EEF Toolkit : High Quality Teaching<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a><br>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'<br>The Great Teaching Toolkit (2020) identifies that teachers who understand the content they are teaching and how it is learnt, in what Shulman (1986) defined as ' <i>pedagogical content knowledge</i> ' (PCK), is one of four dimensions that improve pupil outcomes. | 3, 6                          |
| Ensuring lessons are planned to develop language and                                                                                                                                                                                                                                                          | Targeted reading aloud and discussion; explicitly extending vocabulary; use of structured                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1, 2                          |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |
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| communication.<br>Language is taught and prioritised through the new curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | questioning to develop comprehension and purposeful interactions all can improve learning by up to 6 months (research from the EEF)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |
| <p>Accelerated Reader to be reviewed and reinvigorated across Key Stage 2.</p> <p>A whole class sequenced reading approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve fluency.</p> <p>Particular focus on small group children in receipt of pupil premium funding not making progress in reading</p> <p>Target disadvantaged pupils using formative assessment to provide catch up support</p> <p>To promote a love of reading throughout the school</p> | <p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning</a></p> <p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be</p> <p>KS2 Progress in reading (-3.1) during academic year 2021/22.</p> | 5 |

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

Budgeted cost: £ 52535.31

| Activity                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Speech and Language therapist employed by the MAT to work on a SALT caseload. This include one day a fortnight for our alternative provision.                                                                                                                                   | Speech therapist works with individual pupils. The caseload is evaluated regularly by the Heads of School and 1:1 plans are put in place and delivered. They are reinforced by the class teachers, specifically in year 4. The EEF research shows 'that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.' | 1, 5, 6                       |
| Structured interventions from the SENCO plus SENCO support in-class                                                                                                                                                                                                             | <p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>SENCO support in-class is bespoke and targeted at the needs of pupils.</p> <p>See EEF research guidance report: Special Educational Needs in Main-stream School published in March 2020. Ensure all pupils have access to high quality teaching.</p>               | 1, 2, 5 ,6                    |
| <p>Additional phonics sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils (+5 months progress), 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                          | 5, 6                          |

|                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
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| We have purchased 'Little Wandle' phonics programme to run across school including 'keep up' interventions in KS2.                                                                                                                                              | On entry into year 3, 13% of KS1 pupils did not secure the phonics screening check.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
| Engaging with booster sessions, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowment-foundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                        | 6       |
| To provide the pupils with regular opportunities to learn (and consolidate) basic skills, including and then responding immediately to misconceptions.                                                                                                          | Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. <b>(Hasselbring, Lott &amp; Zydney, 2005)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3, 6, 7 |
| Teaching for Mastery training                                                                                                                                                                                                                                   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF Family of School's service is used to compare three other schools within our locality. Out of our family of schools who presented similar characteristics and performance, Powers Hall Academy ranked 13<sup>th</sup>. When comparing mathematics outcomes to the school ranked 2<sup>nd</sup> in our list, the most-able disadvantaged pupils</p> | 3, 6, 7 |

|  |                                                                                                                                                                                       |  |
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|  | made very strong progress in mathematics in 2015 due to careful and effective use of additional funding for disadvantaged pupils as well as the implementation of mastery approaches. |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £50,402.51

| Activity                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Targeted social and emotional support from our Family Support Worker                                                                                                                         | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> | 2, 4, 6                       |
| Trauma Perceptive Practice training for the whole staff (3 x INSET days)                                                                                                                     | Trauma Perceptive Practice is a practice promoted across Essex schools to enable staff to understand and respond to pupil behaviour effectively. EEF evidences that behaviour interventions have a moderated impact for a low cost, understanding and using metacognition and self-regulation has a very high impact for a very low cost, social and emotional learning has a moderate impact for a very low cost.                     | 2, 4, 6                       |
| To enhance pupils' cultural capital by providing a breadth of experiences<br>To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development | EEF – Impact of arts education on cognitive and non-cognitive outcomes of school aged children                                                                                                                                                                                                                                                                                                                                         | 2, 4, 6                       |

|                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                            |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <p>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from</p> <p>To provide greater enrichment opportunities for disadvantaged pupils. Access to all extra-curricular clubs</p> <p>To have themed curriculum days to deepen children's understanding of specific topic areas</p> |                                                                                                                                                                                                                                                                                                                                                                                            |         |
| <p>Support with costs of equipment and uniform that make disadvantaged pupils part of the school community.</p> <p>Breakfast provided for all children everyday through soft start.</p>                                                                                                                                                | <p>Maslow's Hierarchy of needs states that we are able to better understand what our students require from us when students' basic and psychological needs are met. We aim to create a welcoming, safe and effective learning environment. Something as simple as providing breakfast before class is a way to ensure that our pupils are set up for the day and ready to concentrate.</p> | 2, 4, 6 |
| <p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across the school.</p>                                                                                                                                                                                  | <p>Whole school approaches and targeted/specific interventions can have positive effects on behaviour.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>                            | 2, 4, 6 |

**Total budgeted cost: £ 156,628**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Additional support with uniform or providing equipment to support home learning provided (cost of living/isolation) ensured improved engagement and access to learning.

Food parcels organised through Witham Community Hub for those families under significant financial pressure, ensuring children appropriately fed before and after school.

Engagement with the Wilderness Foundation to support pupils exhibiting high levels of anxiety afforded them the opportunity to develop their emotional wellbeing and thus access school life more easily.

As always, we aim to provide exceptional pastoral support to pupils and families and all staff are currently involved in Trauma Perceptive Practice training (TPP). The school employs a Family Liaison Worker full time to support families and signpost them to relevant organisations. She also delivers workshops to children and parents to support a variety of issues, e.g. Freedom Programme.

#### Data specific

|         | National | School | Difference |
|---------|----------|--------|------------|
| Reading | 74%      | 73%    | -1%        |
| Writing | 69%      | 78%    | +9%        |
| Maths   | 71%      | 60%    | -11%       |
| GPS     | 72%      | 66%    | -6%        |

#### At the end of Year 6,

- 49% of pupils met the expected standard in all of reading, writing and maths, down from 72% in 2018/2019. This is a decrease of 23%.
- 73% of pupils met the expected standard in reading, down from 78% in 2018/2019. This is a decrease of 5%.
- 60% of pupils met the expected standard in maths, down from 86% in 2018/2019. This is a decrease of 26%.
- 78% of pupils met the expected standard in writing, down from 92% in 2018/2019. This is a decrease of 14%.
- 66% of pupils met the expected standard in grammar, punctuation and spelling.
- In 2022, boys performed better than girls in both reading and maths. In reading 74% of boys achieved the national standard compared to 72% of girls, a difference of 2%. In maths, boys performed 30% better than girls with 74% of boys meeting the national standard compared to 44% of girls.
- For disadvantaged pupils, attainment of the expected standard (100+) in mathematics (55%) was significantly **below** national in 2022. Attainment of the ex-

pected standard (100+) in reading, writing and mathematics (36%) was significantly **below** national in 2022. Attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (58%) was significantly **below** national in 2022.

- In year 3, PPG children are making progress across reading, writing and maths.
- In year 4, progress is being made in R and W but not in Maths. This will be a focus for this term for PPG children.
- **4/5 PPG pupils (80%) passed the Multiplication Tables Check (MTC) achieving a raw score of 20+.**
- When compared to their PPG counterparts, pupil premium pupils in year 5 are making inconsistent progress across reading, writing and maths. Less than 80% of pupils have made consistent progress between their prior attainment and autumn 22. However, the attainment of these pupils has increased over time by more than any other cohort. The difference in the percentage of pupils at or above the expected standard between end of year 2 and autumn 2022 is +15% reading, +12% writing and +22% maths.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme             | Provider              |
|-----------------------|-----------------------|
| Times Table Rockstars | Times Table Rockstars |
| Power Maths           | Pearson               |
| Accelerated Reader    | Renaissance Reading   |
| Curriculum Maestro    | Cornerstones          |

## Service pupil premium funding (optional)

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b> |
| n/a                                                                                                                                                                           |
| <b>The impact of that spending on service pupil premium eligible pupils</b>                                                                                                   |
| n/a                                                                                                                                                                           |



## Further information (optional)

We keep a working document of children who become 'vulnerable' for various reasons: reviewed continually following internal assessment, triangulation meetings (between SENDCo, behaviour lead and FLO) pupil progress meetings.

We class a child as 'vulnerable' if they are at risk of not achieving the expected standard due to emotional needs, behavioural needs, Special Educational Needs, changes in home circumstances or other reasons. We put in place appropriate support when the need arises, not as a means of accruing funding.

Children may transfer onto or off our 'vulnerable' list as their circumstances change. These children continued to be reviewed through school assessment systems as it is important that all children have access to the support they need, relating to additional funding or not.