

# Woodham Burn Community Primary School and Nursery Pupil Premium Strategy Statement 2023/24

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	Woodham Burn Community Primary School and Nursery
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023~2024
Date this statement was published	31 <sup>st</sup> December 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Kieran Pavey
Pupil premium lead	Jayne Johnson
Governor lead	Helen Collingwood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,665 £1,005 Service funding (3 pupils) £11,640 EY PP (8 pupils) £7,590 LAC PP (3 pupils)
Recovery premium funding allocation this academic year	£ 10,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 185,900</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*At Woodham Burn Community Primary School and Nursery, we strongly believe that children are at the heart of everything we do. All children regardless of their background have the right to achieve their potential and develop the skills they need to succeed in the wider world. We are committed to removing barriers and raising aspirations so all of our children feel valued and inspired to succeed.*

*With over 50% of our pupils living in the top 5% of the most deprived areas of the country, we have many pupils and families who face significant challenges. As a school, we are an essential support base not only for our pupils but for the wider community.*

*Our primary challenges encompass various factors: inadequate attendance and persistent absenteeism; significant gaps in fundamental basic skills, particularly in reading, writing, and mathematics, which impede overall performance and access to the broader curriculum; lack of emotional resilience and additional needs; and a lack of opportunities for cultural experiences, coupled with low aspirations.*

*Due to the complex needs of our pupils, we focus our spending on providing high quality teaching; targeted quality interventions; enhancing and enriching the cultural capital of our disadvantaged children. Supporting children to develop their resilience, independence; and ultimately, promoting the need to have a healthy mind and body.*

*Our decisions to focus spending on these areas are based on data analysis and observation.*

## Challenges

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

Challenge number	Detail of challenge
1	<p>Across the school, Pupil Premium children achieve lower outcomes than their peers.</p> <p>Historically, when entering our Early Years, PP children have lower starting points to that of their peers, especially in communication and language. Phonic screening check shows that PP children historically score below national average.</p> <p>End of KS2 data shows that the school falls within the 5<sup>th</sup> Quintile with a particular weakness in mathematics.</p>
2	<p>Our assessments along with observations and discussions with pupils and families, have revealed widespread social and emotional issues among many students. Disadvantaged pupils experience an impact on their academic achievement and overall attendance.</p> <p>The number of teacher referrals and families seeking additional support remains consistently high. Presently, over 100 students, a portion of whom are disadvantaged, require additional assistance for their social and emotional needs, with 42 students, including 34 disadvantaged individuals, benefitting from small group interventions and our Nurture provision</p>
3	<p>Personal development and cultural capital are lacking due to the levels of deprivation facing many of our most disadvantaged pupils. From our observations and audits, we have identified that PP children have significant gaps in cultural capital in comparison to non-disadvantaged pupils. This lack of background knowledge and wider social experiences has a detrimental impact on children.</p>
4	<p>High-quality teaching and Interventions are both areas where the school need to continue to improve. Due to the needs of our pupils, many require additional intervention to further embed learning and fill gaps to prevent them from falling further behind.</p> <p>Improving the quality of teaching across the school continues to be a priority so that all pupils make progress.</p>
5	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been well below the national average. This is a major challenge for our school that impacts on all areas.</p> <p>Last year persistent absenteeism was at 24.9% compared to 17.7% at a national level. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in addition to their mental health and emotional resilience.</p>
6	<p>Our observations and audits reveal many of our PP children have low aspirations and lack of career knowledge. This has led to poor motivation and negative attitudes towards education and future ambitions. Over 60% of our PP pupils were unable to articulate carers they may wish to peruse.</p> <p>Many of our disadvantaged children and their families have very little or no knowledge of the vast career opportunities we have in our wider community.</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
<p><b><u>Academic Outcomes</u></b> Pupils eligible for Pupil Premium across school make rapid progress in all areas to meet national expectations</p>	<p>The percentage of PP children reaching GLD is in line with the National Average.</p> <p>The percentage of PP children passing PSC in Y1 is in line with the National Average.</p> <p>The percentage of PP at KS2 reaching EXS in Reading and Maths is in line with the National Average.</p>
<p><b><u>Mental Health and emotional resilience</u></b>  Pupils who require additional SEM support are accessing extra provision in school.</p>	<p>Targeted PP children have access to Nurture to support with their mental health and emotional resilience.</p> <p>Targeted PP children are actively engaged in targeted social and emotional wellbeing groups and pupil voice shows that they feel valued and more resilient.</p> <p>External quality assurances reflect that PP children feel safe and supported in school.</p>
<p><b><u>Personal Development and Cultural Capital</u></b>  Pupils to be exposed to a wider range of cultural opportunities to enhance their personal development.</p>	<p>PP children to experience an annual off-site educational trip to enhance their learning and add to their cultural capital.</p> <p>PP children to participate in planned school events that specifically promote the development of SSRC.</p> <p>All PP children to have had the opportunity to attend school clubs.</p> <p>School surveys reveal PP children feel that these experiences are enjoyed and positively benefit their personal development,</p>
<p><b><u>High Quality Teaching and Interventions</u></b>  Provide all pupils with quality first teaching and deliver targeted quality interventions.</p>	<p>Targeted interventions for phonics show that our PP children are making progress.</p> <p>Boosters are well attended by PP children and they have had a positive impact on children's progress and confidence.</p> <p>All staff have received CPD in maths to address weaknesses and internal data reflects that PP children in particular have made progress</p>

<p><b><u>Attendance</u></b></p> <p>To reduce the number of pupil premium children who are persistent absentees.</p> <p>Improve attendance across the whole school.</p>	<p>Percentage of PP children who are classed as persistent absentees has significantly reduced from last year.</p> <p>Overall school attendance has improved and is now in line with the National Average.</p> <p>The gap between the attendance of our most disadvantaged pupils and non-disadvantaged pupils has reduced.</p>
<p><b><u>Low aspirations and career knowledge</u></b></p>	<p>PP children in selected KS2 year groups will have visited a HE/FE establishment.</p> <p>PP children will have been exposed to professionals from different careers.</p> <p>Pupils know about different careers and the different pathways you can take to get there.</p> <p>Surveys reveal that PP children have a positive attitude to further education and career opportunities ahead of them.</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: £92,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Smaller class sizes across Y3, Y4 and Y5 classes to enable effective feedback to pupils.</p> <p>TA deployment is targeted to the needs of each class.</p>	<p>Smaller classes allow teachers to address engagement and provide greater feedback. Feedback   EEF +6 months (educationendowmentfoundation.org.uk)</p> <p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided. Small group tuition   EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p> <p>1,2,4</p>

<p><b>Little Wandle Phonics</b> Little Wandle Staff Training and website subscription. Little Wandle Rapid Catch Up – Early bird interventions to support Y3/Y4/Y5 pupils. Half termly analysis of phonic assessment data to identify interventions.</p> <p>Support from Peter Foulds to support the teaching and delivery of Maths throughout the school.</p> <p>Multiplication investment to support Y4 basic skills. Additional IPADS are to be purchased to support teaching and learning and prepare children for MTC check.</p> <p>Lingfield Trust Events to support Teachers across all subjects and additional support for ECT teachers.</p>	<p>Following the DFE approved Little Wandle Letters and Sounds Revised allows us to teach phonics in a very structured and rigorous way. Phonics   EEF +5 months (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions   EEF + 4 months (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes and narrowing the gap between disadvantaged pupils and non-disadvantaged pupils.   EEF (educationendowmentfoundation.org.uk)</p> <p>Gains in mathematics are higher with lower and middle attainers benefiting the most in addition to disadvantaged pupils. Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</p> <p>High quality teaching improved pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance outcomes in the classroom. EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p> <p>1,4</p> <p>1,4</p> <p>1,4</p>
<p>HIVE (C&amp;L/ SEMH support base) provision to support children with additional needs.</p>	<p>Smaller classes allow teachers to address engagement and provide greater feedback. Feedback   EEF +6 months (educationendowmentfoundation.org.uk)</p> <p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided. Small group tuition   EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,6</p>
<p>Staff training – Writing Effective Support Plans – Impact of quality first teaching.</p> <p>National college – Targeted courses for staff at all levels.</p> <p>SENCO training – PIVATS</p> <p>NPQ – two staff undertaking NPQLT and 1 member undertaking NPQLL 1 staff member undertaken NPQLBC</p>	<p>Evidence from Education Policy Institute (EPI) recognises that high quality CPD for teachers has a significant effect on pupils ‘learning outcomes and improves retention of staff.</p>	<p>1,4</p>

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

Budgeted cost: £61,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Interventions to take place across Reception, Y1 and Y2 to close gaps in Phonics.</p>	<p>Following the DFE approved Little Wandle Letters and Sounds Revised allows us to teach phonics in a very structured and rigorous way.</p> <p>Phonics   EEF -+5 months (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions   EEF + 4 months (educationendowmentfoundation.org.uk)</p> <p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition   EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,6</p>
<p>Early Bird Rapid Catch Up Interventions to take place across Y3 and Y4 4 x a week.</p>	<p>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</p> <p>EEF + 5 months (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>Boosters for Y6 focusing on gaps in learning and building confidence.</p> <p>Maths Early Bird sessions for targeted Y6 pupils.</p> <p>Targeted sessions after school x3</p>	<p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition   EEF +4 months Primary Level (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>Targeted support for personalised learning for selected Year 5 pupils</p>	<p><b>Individualised Instruction</b></p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning. Individualised instruction can be an effective approach to increasing pupil attainment.</p>	<p>1,4</p>

	EEF + 4 months (educationendowmentfoundation.org.uk)	
Improve emotional resilience for all pupils through use of support and intervention.	<p>Use of 'The Hive' for children experiencing SEMH needs and demonstrating challenging behaviours. This is through our Nurture Provision.</p> <p>Targeted intervention where appropriate – CBT interventions / Talk About intervention for those children identified as requiring further support out of the classroom (eg children with interventions recommended as part of a EWEL report or SEND report). Behaviour interventions   EEF + 4months (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggest that effective SEL can lead to learning gains of 4+months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are implementing statutory Relationship and Health education.</p> <p><b>EEF: Improving Social and Emotional Learning in Primary Schools</b> <b>Social and emotional Learning (SEL) +4months</b> <b>EEF</b></p>	2, 3,5,6



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

Budgeted cost: £ 30,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager to have specific time set aside to support children with challenging behaviour.</p>	<p><i>An increase in social, emotional and behavioural issues for children and parents during Covid-19 has had a detrimental impact on attainment and progress. This is still the case for many pupils at our school.</i></p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p>	<p>1,2,3,5,6</p>
<p>Deputy Head, who is also SENCO, to oversee and lead 'The Hive and Nurture' – our intervention zone in school, in which children presenting with SEMH needs and challenging behaviour will access.</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p>	<p>1,2,3,5,6</p>
<p>Attendance – Improving the attendance of our pupils will have a wider positive impact on attainment, behaviour and wellbeing.</p> <p>Pastoral Manager to monitor and implement strategies to improve attendance and develop positive relationships with parents.</p> <p>*Attendance Trophy and Whole school display.</p> <p>*Monetary prize each week for best class attendance.</p> <p>*Personalised action plans and rewards for specific</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	<p>1,2,3,5,6</p>

children.		
Hire EWO to assist with Persistent Absentees.	<p>EWO to work alongside families who are below 90% attendance. Encouraging parents to actively engage with our EWO and Pastoral team to address attendance issues is a key priority.</p> <p><i>The EEF's recent rapid evidence assessment found evidence of promise for strategies including parental engagement approaches</i></p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	1,2,3,5,6
<b>Free breakfast club</b> – Encourage PP children to attend breakfast club to help prepare them for the day ahead.	<p>Where children can be encouraged to get into school early to attend breakfast club, there is increased productivity in what they are achieving in class as well as a positive behaviour for learning. Children are also at school on time, to start the day and not miss out on essential minutes of learning.</p> <p><b>EEF Magic Breakfast Club findings:</b> Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</i></p> <p>Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5,6
<b><u>Personal Development and cultural capital</u></b> Discounted cost for PP children to attend an annual residential trip.	<p>Evidence suggests that residential trips can have a positive impact on relationships, students' sense of community, their confidence, attainment and engagement, and student leadership skills.</p> <p>Research by Paul Hamlyn Foundation commissioned by York Consulting in 2012</p>	1,2,3,5,6
<b><u>Personal Development and cultural capital</u></b> Additional provision of school clubs to be introduced for all children.	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other activities outside of school due to the associated financial costs (e.g. equipment).</p> <p>EEF- Closing the disadvantage gap.</p>	1,2,3,5,6

**Total budgeted cost: £ 1,005**

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

### **A need was identified:**

Due to our persistent absenteeism and issues with attendance, the decision was made to hire an EWO to work alongside the school.

The School recognised that maths was an area of need therefore Peter Foulds – Maths Advisor for Lingfield Education Trust – is now supporting the school one day a week.

# 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 2022 to 2023 academic year summarised from the summer term of 2023. For further information, please see the previous Pupil Premium strategy.

As an RI school, we recognise that we have significant barriers to overcome and therefore made the decision to complete a one-year plan. This will allow us to measure and showcase the impact of the strategy and the rapid progress made.

### Teaching Strategies

- Little Wandle Phonics is now fully embedded and new staff have accessed the training. Y1 phonics screening check results were 82% for 2023. Rapid Catch-up interventions are in place for KS2 children through Early Bird morning sessions in addition to daily phonics in the HIVE.
- Targeted interventions have been successful and will continue to be a key priority in the next academic year.
- The appointment of our TA apprentices has had a positive impact on the children they support and the wider school.
- Staff have benefited from support and CPD training delivered by Lingfield Educational Trust.

### Wider Strategies

- Our breakfast club is still well attended. Families are encouraged to use the facility to provide children with a nutritious breakfast, to get children to school on time and also to provide some of our vulnerable children with a 'soft landing' before the school day begins.
- The Hive and Nurture provision is now an integral part of our school, offering additional support for pupils with complex needs.
- Targeted emotional well-being support remains in place for pupils and families and is accessed through a wide range of options, such as the EWEL team and the MHST (Piece of Mind Team)
- Our Pastoral team have worked alongside families who face challenges with attendance, mental health and other complex needs to build relationships and promote parental engagement.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
DT, ART and Music scheme	KAPOW
French Online scheme	Language Angels
Fact Fluency	Number Sense Maths

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes. Governors at Woodham Burn reviewed the previous Pupil Premium strategy in summer 2023 and will meet in February 2024 to review the progress of the new one year plan.

Activity	Autumn 2023 Evaluation	Committee Date
Teaching Priorities	<p>Peter Foulds (LET Maths Advisor) has supported staff in the delivery and assessment of mathematics across the school to raise standards. All staff have received valuable CPD and support.</p> <p>Number Sense and Fact Fluency was introduced to KS1 to develop fundamental fluency skills in mathematics. Staff training completed – CPD delivered by Peter Foulds.</p> <p>Rebecca Lennon (LET English Advisor) has supported our English Lead in implementing a more structured writing strategy. CPD delivered in December 2023 to all staff.</p> <p>Spelling Bee scheme has been introduced across both KS1 and KS2 to improve basic skills in spelling.</p> <p>LET Network Events – Each year group has attended CPD this</p>	To be reviewed Feb 2024

	<p>term for English and Maths. Key collaboration with Trust colleagues has been beneficial and has helped with moderation.</p> <p>ECT teachers have attended additional training to support their practice.</p> <p>Medium Term Plans have been introduced to highlight the key skills and knowledge covered across the curriculum.</p> <p>SMART has been rolled out across all subjects to help children retain key knowledge and allow teachers to address misconceptions and plug gaps.</p>	
Targeted Academic Support	<p>Reception Phonics data shows interventions made a positive impact on Autumn data. 7 out of the 8 PP children within this cohort all received targeted intervention which improved their assessment scores. (Please see Little Wandle Assessment Tracker)</p> <p>Rapid Catch-up phonics revealed positive progress in Y3 and Y4 groups. 9 children attended daily sessions (8 of these are PP children). 100% passed their assessments and are now progressing onto the next phase.</p> <p>80% of the children accessing the HIVE made significant progress in phonics across all phases. 79% of which are PP children.</p> <p>SAT Boosters began earlier this year with 22 pupils attending (68% of which are PP) All PP children increased their raw scores in Maths since last assessments. 53% of the PP children have moved from WTS to EXS in Maths based on mock SAT assessments.</p> <p>Y4 multiplication check scores have improved and are above average within the Lingfield Trust for Autumn 2. IPADs have significantly helped to raise the scores and motivation.</p>	To be reviewed Feb 2024
Wider Strategies	<p>Attendance has improved across the school from 92.5% to 94%</p> <p>Persistent absentees have been reduced from 59 pupils last academic year to 43 in the end of the Autumn term.</p> <p>44 PP children were classed as persistent absentees last year 34 PP children are currently persistent absentees so far this year.</p> <p>92.1% attendance for PP pupils this term in comparison to</p>	To be reviewed Feb 2024

	<p>90.8% from the previous academic year.</p> <p>Breakfast club numbers have increased from September with 92 PP children attending.</p> <p>Lunchtime clubs have been implemented with over 80% of PP pupils signing up to attend.</p> <p>Go Well implemented The Club with No Name which provided a girls-only activity session for KS1 and KS2 girls. KS1 = 60% of the children who attended were PP KS2 = 62% of the children who attended were PP.</p> <p>A Fundamental Movement Skills after-school club for KS1 ran in Autumn. 55% of the group were PP children.</p> <p>Whole School visit to Glow Church to watch a Christmas performance. Wider cultural experience linked to RE and personal development.</p> <p>Personal Development - Community environmental workshop attended by Y5 class (61 %PP) to help plant trees in our local area.</p> <p>Whole School charity events taken place in line with Protected Characteristics, British Values and our wider SSMR offer.</p> <p>The following referrals have been made so far in Autumn:</p> <ul style="list-style-type: none"><li>OT = 5</li><li>EWEL = 6</li><li>Top Up funding = 4</li><li>Behaviour and Inclusion Panel = 2</li><li>School Nurse = 5</li><li>Cognition and Learning Clinic = 6</li><li>Communication and Interaction Clinic = 6</li><li>Education Health Care Plan = 2</li><li>Speech and Language = 1</li></ul> <p>Additional provision has been provided in the Hive with 29 pupils attending (79% of which are PP) accessing this essential support every morning.</p> <p>Additional support through our Nurture provision with 13 children accessing this (85% of which are PP) each afternoon.</p> <p>The pastoral lead has successfully delivered weekly intervention groups with 22 pupils being PP children.</p>	
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	<p>Audit of current careers provision against 8 set benchmarks completed.</p> <p>Support from Ambition North East was acquired, and arrangements were made for the new year.</p>	
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<b>Activity</b>	<b>Spring 2024 Evaluation</b>	<b>Committee Date</b>
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

<b>Activity</b>	<b>Summer 2024 Evaluation</b>	<b>Committee Date</b>
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		