

Huntingdon Pupil premium strategy statement

This statement details Huntingdon Academy's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Huntingdon Academy
Number of pupils in school	400 (172- PP)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	06 December 2024
Date on which it will be reviewed	01 November 2025
Statement authorised by	Ross Middleton
Pupil premium leads	Louise Yarnell/Rebecca Riley
Governor / Trustee lead	Rachel Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,560
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <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
Total budget for this academic year <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>	£254,560

Part A: Pupil premium strategy plan

Statement of intent

At Huntingdon Academy our vision is 'Individual growth. Empowerment for all.' We have a commitment to creating a culture and climate where all pupils can thrive and reach their potential. We relentlessly pursue best practice in quality first teaching and ensure that our positive behaviour policy enables our pupils to believe in their capabilities and develop strategies for overcoming potential barriers they face. Our team will go above and beyond expectation to work with our children and our community to support our pupils to access a broad and enriched curriculum. We have a committed pastoral team to support our families and young people which is underpinned by a whole school ethos that every pupil has the right to an outstanding education and our mission is to implement any strategies within our power to enable this to happen.

Context:

Huntingdon Academy is located within the City of Nottingham. Nottingham ranks 6th out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score). The only local authorities ranked as more deprived than Nottingham on this measure are Middlesbrough, Blackpool, Knowsley, Liverpool and Kingston-Upon-Hull. It is more deprived than Manchester (7th) and Birmingham (9th). - The IMD score is 2.16, this means that 75% of our pupils are in the poorest 20% of society and 40.4% are in the poorest 10%. The IDACI deprivation score is even lower with a score of 1.96. This means that 83% of our pupils are in the poorest 20% of society and 68.6% are in the poorest 10%.

For England, Wales, and Northern Ireland as a whole, Nottingham is among the top 5 most dangerous cities, and the 399th most dangerous location of all towns, cities and villages. - In December 2022 (most recent data), Nottingham had the worst crime rate for bicycle theft, with 35 crimes reported and a crime rate of 0.11 per 1,000 inhabitants. Most recent data also shows that burglary, criminal damage and arson have increased. The most common crimes in Nottingham are violence and sexual offences. This is 4.9% higher than 2021's figure. In December 2022 (most recent data), Nottingham had the worst crime rate for bicycle theft, with 35 crimes reported and a crime rate of 0.11 per 1,000 inhabitants. Most recent data also shows that burglary, criminal damage and arson have increased. The most common crimes in Nottingham are violence and sexual offences. This is 4.9% higher than 2021's figure. - The crime and disorder statistics for the St Ann's area are 543 crimes per 1000 people compared to 150 nationally. - There is a significant drug problem in the area and the school has had a number of problems with hypodermic needles being buried 'needle up' in the school grounds.

Huntingdon Academy has 13 out of 17 possible ethnic groups and the average number of groups for this phase of education is 9. 40 different languages are spoken by children throughout the school with top 3 languages spoken at Huntingdon Academy are English, Kurdish and Arabic.

Vision for Pupil Premium

As a school we believe that all pupils have an entitlement to achieve their potential whatever their circumstances. As a school we will provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do. As the leadership of the school, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed.

Our vision is to ensure that teaching and learning meets the needs of all pupils, and that appropriate provision is made for pupils in vulnerable groups. This also includes ensuring that the needs of socially disadvantaged pupils (FSM) are identified, and strategies put in place to narrow the gap in their attainment.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. As a result, we allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

Strategies and Objectives

At Huntingdon Academy we endeavour to implement the following strategies to support all disadvantaged pupils:

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning.
- monitoring and addressing low attendance.
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most able and seemingly need no support.
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Our ultimate objectives are to:

- remove barriers to learning created by poverty, family circumstance and background.
- narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- 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 look after their social and emotional wellbeing and to develop resilience.
- access a wide range of opportunities to develop their knowledge and understanding of the world.

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 intervention and support to quickly address identified gaps in learning including the use of small group work.
- target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1.	<p><u>Language development and communication</u></p> <p>Starting points are significantly low on entry to school, and often, pupils displaying poor language and communication skills. This can also include limited English language acquisition, making it difficult for children to access the curriculum on entry to school. On entry to Foundation 2, 49.1% are vulnerable in terms of achieving the ELG in speaking and in early literacy skills. 91.2 % are vulnerable in word reading on entry into Foundation 2.</p>
2	<p><u>High number of safeguarding concerns impacting on mental health and wellbeing/emotional wellbeing need of the school community.</u></p> <p>The need for mental health and wellbeing support needed for the school community, including parents and pupils is vast, in addition to the cost-of-living crisis and the impact of this on our children and families. At baseline in F2, 43.9% of children are assessed as vulnerable with regards to building relationships (PSED) and 40.4% of children are assessed as vulnerable in self-regulation.</p> <p>There has also been an increase in the number of children and their families moving into the area from overseas who may have experienced traumatic circumstances.</p> <p>There were 1241 concerns raised by colleagues last academic year.</p>
3.	<p><u>Attainment</u></p> <p>60% of our SEND pupils are also classed as pupil premium. Low attainment and slow progress rates can be made by pupil premium children who have SEND. Children can have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge.</p> <p>Children enter Huntingdon Academy well below national average. Year on year, the school closes the gap and by the end of Key Stage 2 pupil premium children have outperformed both the national average for PP and the national average for non-PP. The school's relentless pursuit of quality first teaching, adaptive teaching and learning and</p>

effective use of adults ensures this success. The school needs to continue this pursuit and look to close the gap of the greater depth pupil premium children achieving in line with their peers by the end of Key Stage 2.

4.

Attendance and punctuality

Attendance for disadvantaged pupils in academic year 2023-2024

2023-2024	PP	Non PP	+/-
F2	97.2%	97%	+0.2%
Year 1	87.7%	92.8%	-5.1%
Year 2	91.8%	96.6%	-4.8%
Year 3	92.7%	94.9%	-2.2%
Year 4	95.4%	96%	-1.4%
Year 5	95.9%	96.1%	-0.2%
Year 6	90.5%	95.1%	-4.6%
Total	93.2%	95.5%	-2.3%

We continue to close the gap between our PP children and non-PP children's attendance but as can be seen, there are still gaps. PP attendance for the year 2023/2024 is 93.2% which is slightly below national average and a slight decrease from last year. Our non-PP attendance for 2023/2024 was 95.5%. There is a 2.3% difference in attendance between our PP and Non PP. In Foundation 2 our PP children were slightly higher in their attendance

	<p>than non PP. This is a real improvement in our Foundation Stage. Year 4 and Year 5 last academic year have attendance above the national average and have closed the gap between PP and non PP.</p> <p>Year 1 to 6 we had 38 PA pupils which is a decrease from last academic year which was 53. 23 of these pupils were PP which is over 50%.</p>															
5.	<p><u>Enrichment, life experiences and aspirations</u></p> <p>Pupils have limited experiences outside of school and their immediate community. Some members of our community have low aspirations and have not continued in further education themselves. Many families have limited finances to support their children to experience enrichment opportunities. This has been exasperated in recent years by the pandemic and now with the cost-of-living crisis. A continued focus for 2024-25 will be ensuring that all pupils have access to day trips, residential trips, first hand learning experiences and opportunities to participate in enrichment activities including sport and music.</p>															
6.	<p><u>Increased level of SEND.</u></p> <p>The school has increasing numbers of children who have special educational needs. There is an increasing amount of research to link high levels of deprivation with increased likely hood of special needs. The current level of high-level additional needs in EYFS is the highest the academy has seen. Some members of our community are reluctant to acknowledge their children have additional needs. The language barrier with some of our parents having English as an additional language can mean that communicating the complexities of additional needs and supporting the families to access the pupil premium funding can be complex.</p> <table border="1" data-bbox="465 999 1211 1385"> <thead> <tr> <th>Class</th> <th>SEN Support</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>9</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>7</td> <td>1 (1 pending)</td> </tr> <tr> <td>Year 2</td> <td>19</td> <td>2 (pending- 1)</td> </tr> <tr> <td>Year 3</td> <td>11</td> <td>1 (pending 3)</td> </tr> </tbody> </table>	Class	SEN Support	EHCP	F2	9	0	Year 1	7	1 (1 pending)	Year 2	19	2 (pending- 1)	Year 3	11	1 (pending 3)
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F2	9	0														
Year 1	7	1 (1 pending)														
Year 2	19	2 (pending- 1)														
Year 3	11	1 (pending 3)														

	Year 4	15	1 (pending 2)
	Year 5	10	1
	Year 6	10	0

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
To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including use of vocabulary	<p>All teaching (including the teaching of reading and phonics) is good and there is effective use of evidence-based oracy strategies to support talk in lessons. Assessment data will demonstrate progress being made in reading and phonics.</p> <p>Vocabulary progression for specific subjects is developed and implemented across F2-Y6 to support development on language on entry and across the school.</p> <p>Triangulation of monitoring indicates that there is a significant improvement in language development.</p>
<p>Improvement in attainment for disadvantaged pupils reaching the expected standard is in line with their peers at the end of KS2.</p> <p>Improvement in attainment for disadvantaged pupils reaching greater depth standard in in line with their peers at the end of Key Stage 2.</p>	<p>Outcomes for disadvantaged pupils reaching the expected standard in reading, writing and maths will have increased from the starting point by end of:</p> <p>2024/2025. 2025/2026. 2026/2027</p>

<p>To sustain attendance of disadvantaged pupils to ensure it is in line with the national average (96%)</p>	<p>Attendance of disadvantage pupils being maintained at 96% termly, or if not, action is taken immediately to provide support/targeted intervention to the family.</p> <p>Attendance for disadvantaged pupils at the end of the academic year is at least 96%.</p> <p>The % of pupils who are persistently absent is below the national average.</p> <p>Weekly and termly attendance data will demonstrate improvements in attendance.</p>
<p>To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspirational curriculum.</p>	<p>Opportunities are accessed, tracked and monitored by all disadvantaged pupils across the academic year, resulting in a significant increase in enrichment opportunities by disadvantaged pupils.</p> <p>Qualitative data from disadvantaged pupils, parents and teachers demonstrates the impact of enrichment opportunities on their learning journey during their time at Huntingdon.</p>
<p>To ensure that all children with SEND have their needs met and make progress.</p>	<p>Lesson observations show adaptive teaching strategies are used to enable all pupils to access their learning.</p> <p>Children with high level need have the appropriate care from both inside of school and from outside agencies.</p> <p>Provision maps and IEPs have the attention detail needed to ensure that children can make progress. Children make progress against their targets.</p> <p>The school has an inclusive approach to how it enables children with SEND to access the school</p> <p>School provides alternative provision for children with very complex needs under the direct supervision of a class teacher.</p>
<p>To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<p>Improved levels of mental health and wellbeing can be seen through:</p> <ul style="list-style-type: none"> • Quantitative data from wellbeing assessments, and internal intervention shows an overall improvement in mental health and wellbeing • Triangulation of data and pupil/parent voice, plus any additional data through external agency support shows impact of actions taken. • A reduction in the number of referrals being made for external services. <ul style="list-style-type: none"> • Positive behaviour for learning is consistently role modelled throughout school. • Behaviour monitoring shows children have outstanding behaviours for learning and are able to regulate their emotions.

	<ul style="list-style-type: none"> Classroom monitoring show zones of regulation being used effectively.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school culture and climate continue to be established for the moral purpose of working at Huntingdon Academy.</p> <p>2 weekly briefing with vision and values present: always containing inspiration, wellbeing element.</p> <p>Any new initiatives scrutinised for impact v workload to ensure that anything colleagues are asked to do is purposeful and makes a difference to young people.</p> <p>Recruitment to seek people who wish to make a difference to the lives of socially disadvantaged pupils.</p>	<p>The Education Endowment Foundation found that schools with higher levels of disadvantaged pupils face the biggest recruitment and retention challenges. These schools, on average, have higher levels of staff turnover, as well as more unfilled vacancies and fewer subject-specialist teachers.</p> <p>We are currently awaiting further evidence regarding recruitment and retention in schools in disadvantaged areas. Currently our retention is strong, and any turnover has been for promotion or movement to our partner school.</p>	<p>1,2,3,4,5,6</p>

<p>Culture and climate constantly nurtured and attended to enable all teachers to achieve.</p> <p>Strong behaviour system consistently embedded, and teachers supported with any challenging behaviours and high-level special needs.</p> <p>High challenge v high support leadership style used to enable colleagues to achieve their potential.</p> <p>Leaders that are trained in coaching and listening.</p> <p>Walkie Talkies so that SLT are readily available in emergency situations.</p>		
<p>Small group reactive intervention approach during lessons.</p> <p>Pre teaching approach.</p> <p>Review, adapt and embed feedback policy (live and facilitative marking)</p> <p>Teaching assistants upskilled on feedback and how to create an inclusive environment without creating dependency.</p>	<p>Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher.</p> <p>As per the EEF effective feedback increase progress by 6+ months. EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'</p> <p>EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.</p>	1,2,3, 6
<p>All lessons have strengthening and deepening included in their delivery.</p>	<p>The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year.</p>	

<p>Teachers identify in pupil progress meetings PP children who are greater depth and ensure that barriers are removed to enable them to succeed.</p> <p>Units of work are book ended with Hooks at the beginning of learning and Mastery events at the end.</p> <p>Teachers are clear on the 'Sticky knowledge' that needs to be mastered from the unit of work.</p> <p>Revisiting sessions are planned into the beginning of every half term to see if the children know more and remember more.</p> <p>Flashbacks are planned into every lesson within the curriculum.</p> <p>Teachers identify the pupil premium children in their pupil progress meetings, identify any obstacles and seek to remove them.</p>	<p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p>	
<p>Adaptive Teaching colleague meeting and working group.</p> <p>TA enrichment session/collaborative coaching on adaptive teaching.</p> <p>Immersion focusing on inclusive classrooms for SEND.</p> <p>Reasonable adjustment maps identify children's potential barriers to learning so teachers can respond.</p>	<p>'Adapting' rather than 'Differentiation' ensures that no ceiling is put on children's learning. Teaching and learning that uses scaffolds, manipulatives, pre-teaching to support learners is evidenced as ensuring that learners reach their potential.</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	6, 3, 1

<p>3 week CPD cycle on Executive Function skills led by Nottingham Educational Psychologist.</p>		
<p>Quality CPD and mentoring support for 2 ECTs and one new teacher.</p>	<p>Quality instructional coaching is evidenced as having the greatest impact on beginning teachers. https://www.instructionalcoaching.com/</p>	<p>1,2,3,4,5,6</p>
<p>Quality first teaching by providing CPD in reading, oracy and phonics.</p> <p>Appoint Assistant Head to be leader of reading, writing and oracy.</p> <p>Assistant Head and Deputy Head attend National Oracy training.</p> <p>Assistant Head and Deputy Head facilitate curriculum meetings with class teachers to discuss oracy rich lesson design.</p> <p>Implement an oracy-rich learning environment: sentence stems, bullseyes, washing lines, working walls.</p> <p>Deliver communication and language interventions for children identified as requiring further support in this area Talkboost in EYFS (F2).</p> <p>Parental workshop on phonics in Spring and at the end of Summer 2 2024.</p>	<p>Research completed by the Sutton Trust states “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” Improving the impact of teachers on pupil achievement in the UK – interim findings</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Why closing the gap matters (Oxford Press) suggests that the importance of pupil’s vocabulary in relation to their academic success ‘Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond.’</p> <p>Communication and language approaches in the Early years has low cost and high impact. On average, the EEF has found that pupils who engage in communication and language approaches make 6+ months additional progress and it has been seen to have slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1, 2, 6</p>

1:1 reading opportunities for PP children with literacy volunteers		
<p>Oral language development through an oracy rich curriculum.</p> <p>TA training and development on 1:1 reading and effective reading strategies.</p> <p>Resources (books, stimulus)</p> <p>Talk Boost</p>	<p>Speech and communication lie at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum. Without strong communication strategies pupils struggle to articulate their learning, challenges their facing, misconceptions they have or manage their feelings and emotions. An oracy rich curriculum with additional interventions to support pupils lacking in the 4 areas of oracy can impact holistically on pupil's attainment and wellbeing.</p> <p>Why closing the gap matters (Oxford Press) suggests that the importance of pupils' vocabulary in relation to their academic success 'Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond.'</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are in-expensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Reading comprehension- structured approach across the school using VIPERS.</p> <p>English Lead quality assuring and embedding a consistent approach.</p>	<p>Huntingdon Academy wants every child to love reading. A love of reading will enable children to read with greater enthusiasm and confidence which will enable better access to learning in turn. To raise numbers of Pupil Premium Pupils reading at home at least three times a week to over 95%.</p> <p>Education Endowment Foundation (EEF), Reading comprehension strategies increase progress by 6+ months.</p> <p>One book between two children for all pupils on PP to use during class sessions for novel study in years 3 – 6 enables pupils to take ownership of the text and read at their own pace. Additional small group interventions using VIPERS text level questions has been proven to develop comprehension skills and word level progress. It comes highly recommended thought professional dialogue with our wider community of schools.</p>	1, 2, 3
<p>F2</p> <p>Mastery Maths approach to continue-intensive 1:1 and small group support with literacy and Maths from experienced TA.</p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits. +5 months. Improving the adult to child ratio allows for additional staff to child interaction during play based learning; additional interventions for key children; additional inputs for key individuals including SEND support.</p>	1,2,3

<p>Indoor and outdoor fine, gross motor provision/resources and opportunities for writing.</p> <p>Use of Seesaw to help support parents with academic understanding home with their child.</p> <p>Bottom 20% readers heard daily</p>	<p>An audit of the Early Years Foundation Stage provision showed that there could be more resources to give opportunities for children to develop their writing skills and that more written practise may help raise standards.</p> <p>The EEF research shows that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. Games for learning were found to have a high impact on vocabulary learning in foreign languages also using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge.</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
<p>Y1</p> <p>Children are taught in small groups for phonics that are pitched correctly to ensure they make rapid progress.</p> <p>After school phonics tuition offered to all pupils in Year 1.</p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits +5 months. Small group teaching enables the focus of work to be at all times personalised to individual needs.</p>	<p>1,2,3,6</p>

<p>Additional 121 reading for children with reading volunteers (Year 6 pupils) once a week.</p> <p>Specialist SEND provision established to support 5 significant SEND pupils with 2-1</p> <p>Bottom 20% readers heard daily</p>		
<p>Y2</p> <p>Quality first adaptive teaching. All adults trained to identify misconceptions swiftly and remove barriers.</p> <p>Children are taught in small groups for phonics that are pitched correctly to ensure they make rapid progress.</p> <p>Bottom 20% readers heard daily</p>	<p>Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher.</p> <p>As per the EEF effective feedback increase progress by 6+ months. EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'</p> <p>EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.</p>	<p>1,2,3, 6</p>
<p>Y3</p> <p>Quality first adaptive teaching. All adults trained to identify misconceptions swiftly and remove barriers.</p> <p>RWI phonics groups for children who are still not able to fluently read.</p> <p>Bottom 20% readers heard daily</p>	<p>Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher.</p> <p>As per the EEF effective feedback increase progress by 6+ months. EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'</p> <p>EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.</p>	<p>1,2,3</p>

<p>Y4</p> <p>Quality first adaptive teaching. All adults trained to identify misconceptions swiftly and remove barriers.</p> <p>RWI phonics groups for children who are still not able to fluently read.</p> <p>Bottom 20% readers heard daily</p>	<p>Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher.</p> <p>As per the EEF effective feedback increase progress by 6+ months. EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'</p> <p>EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.</p>	<p>1,2,3</p>
<p>Y5</p> <p>Quality first adaptive teaching. All adults trained to identify misconceptions swiftly and remove barriers.</p> <p>Children identified as struggling with fluency accessing Fresh Start programme led by a teaching assistant.</p> <p>Bottom 20% readers heard daily</p> <p>Homework Club for targeted children in Spring term.</p>	<p>Through the identification of potentially higher attaining PP pupils in RW & M staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact.</p>	<p>1,2,3</p>
<p>Y6</p> <p>Small group TA support targeting to development of EXS R/W/M</p> <p>Booster Clubs for Year 6 pupils for Reading and Maths.</p>	<p>The evidence from the last academic year shows children who regularly attended had faster progress rates. 121 tuition and SATs boosters have contributed to the rise in our end of key stage data for the past 3 years. The 121 or very small group interventions support PP pupils meet predicted targets and challenge those who are ready.</p> <p>Support for key learners with additional support needs: the intended benefit is to target the specific requirements of these key children. In turn this increases the time the teacher and class teaching assistant can spend directly working with pupils. The</p>	<p>1,2,3</p>

Children identified as struggling with fluency accessing Fresh Start programme.	evidence from last year shows Y6 pupils made the fastest rates of progress in school, with this measure being one aspect of that accelerated progress.	
Bottom 20% readers heard daily	This is a similar rationale for the EAL support that they have received – the results show the potential that small group, individualised teaching can have for pupils. This needs to be translated into writing too.	

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

Budgeted cost: £143564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Motional Literacy Training Training for 2 teaching assistants to begin their training in Autumn 2024	As per the EEF Social and emotional learning intervention is noted as having has a moderate impact that can improve pupil progress by 4+ months. NFER research found that strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.	4
Nurture Nest established and ran by three teaching assistants and overseen by a SEND teacher and SENCO. Hive ran by three teaching assistants and overseen by the SEND teacher.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social emotional and literacy can lead to learning gains of +4 months over the course of a year. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733231101	2,3,4,6
Uniform, shoes milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing having school uniform. The school will support financially PP parents with this	2
Wrap around care and breakfast club.	Ensure PP children (and other targeted children) have a positive start to the day with a decent breakfast. Increase attendance of the PP and targeted children using the service. To ensure we provide opportunity for key children to access additional opportunities for learning (Arts, crafts, PSHE activities) to enjoy a free breakfast and free care prior to the main school day. This enables those children to effectively access learning during the school day	4,5

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

Budgeted cost: £51303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fortnightly Huntingdon Post which includes, photos and videos Twitter and Instagram account to further reach.</p> <p>Parents Evenings that showcase personal development and curriculum led by pupils. Homework projects which conclude with a gallery sharing event. Christmas Crafts which are non-threatening to get parents and carers into school. Tears and Tissues for EYFS parents to create relationships right from the onset of school life. Pastoral workshops on anxiety, SEND to support parents and carers support their children.</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage well with all parents to avoid widening attainment gaps.</p> <p>EEF found that homework has a positive impact on average (+5 months). Homework linked to classroom work tends to be more effective in particular studies that included feedback on homework.</p>	<p>1,2,3,4,5,6</p>
<p>Pastoral team: 2 Sencos, attendance and welfare officer and PD coach.</p> <p>Pastoral/caseload to identify vulnerable children and place additional support to enable these pupils to overcome challenges they face.</p>	<p>The impact of mentoring varies but on average, it is likely to have a small positive effect on attainment. Positive effects on attainment tend not to be sustained when the mentoring stops, so care must be taken that benefits aren't lost. Care is taken to ensure any colleagues that are mentoring understand the importance of success being to enable the pupil to have independence.</p> <p>Pastoral support for parents and carers from SENCOs and Attendance and Welfare Officer ensure that strong partnerships are created between home and school.</p>	

<p>Whole school approach to supporting vulnerable children such as the caretaker working with PP children who are facing adverse childhood experiences through woodwork club.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p>	
<p>Outdoor adventures/experiences and immersive curriculum</p>	<p>Adventure education involves collaborative learning experiences and increased high level activity and often over comes emotional challenges. According to the EEF all these experiences contribute significantly to pupil's enjoyment, readiness to learn, awareness of the world beyond school and the pupil's own community. It also has impact on non-cognitive outcomes such as self-confidence and building relationships.</p>	<p>2, 5</p>
<p>After school club clubs that are broad and balanced.</p> <p>After school clubs monitored to ensure that PP children are accessing them and that any barriers are removed.</p>	<p>Greater enjoyment of school and learning Reduction in of lunchtime incidents for key children attending. Children will return more settled to learning and therefore make more of their learning opportunities. This will also mean other pupils do not have any interruptions to their learning. Increase in positive play experiences. Improved attitudes to learning and school readiness Improved enjoyment of school Ensure a balance of boys and girls attending the number of children who will attend clubs over the year will be at least 25% of KS1 and KS2.</p>	<p>2, 5</p>
<p>Digital technology used to support adaptive teaching for SEND pupils</p> <p>Individualised learning for very significant SEND children including sensory circuits and play therapy.</p>	<p>Additional SEN staff support in EYFS, Y1, Y2, Y3 need to be allocated to provide PP children with additional and differing needs are given personalised support to ensure the best possible outcomes for all pupils.</p>	<p>1, 2, 3</p>
<p>Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.</p> <p>Collecting children from home.</p> <p>Listening sessions with parents.</p> <p>Signposting agencies for support.</p> <p>Mentoring for school refusers.</p> <p>Liaising with class teachers and making reasonable adjustments.</p>	<p>Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are out for extended periods with holiday and whilst attainment figures have risen, there is still room for further improvement and maintaining of results. This means the dedicated time to support our families has and will continue to improve the attendance rates.</p> <p>Whilst the investment in a Family support worker does not always directly show in impact on learning via progress or attainment the work done, they do support effectively with enabling school to ensure key children's families are supported with providing effective care and support for our pupils.</p> <p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p>	<p>4</p>

Hot chocolate with Mrs Riley reward.		
<p>Continue to embed attendance policy and amend in light of new guidance. Continue to enhance the robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits that were evident pre-pandemic- messages through comms and SLT presence at the gates in the morning to talk to parents and carers.</p> <p>Attendance section in Huntingdon Post.</p> <p>Day out/ticket incentives for 100% F2/KS1 – rewards KS2 – tokens for healthy tuck shop as an incentive.</p> <p>Attendance officer doing group intervention with PA children.</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p> <p>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance</p> <p>DfE Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.</p>	4
<p>Support from the Inclusion Lead to develop strong relationships with parents across the school through a range of communication methods.</p> <p>Support meetings and workshops.</p> <p>Help filling out forms and accessing agency support.</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p>	2,4,5,6
<p>Fund the cost of out of school trips/experiences.</p> <p>Ensure children access residentials- Year 2,4 and 6</p>	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education.</p> <p>EEF 3-6months increase in learning progress.</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards</p>	5

<p>Fund the cost of clubs to ensure most clubs are free of charge and if they come at a cost ensure that PP children have financial support to attend.</p>	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education. EEF 3-6months increase in learning progress.</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards</p>	<p>5</p>
<p>Cultural Capital embedded through curriculum. British Values assemblies and events in school such as Diwali celebration, EID fayre and Christmas crafts.</p> <p>Votes for schools and Picture news to support British values and oracy debate.</p> <p>Children having roles in school to enable them to have a sense of belonging and develop skills in line with the school's curriculum drivers.</p> <p>Ambassadors Prefects School Council Citizenship Huntingdon Recruitment Agency to support children to understand the world of work.</p>	<p>Votes for Schools provides weekly resources for teachers to support discussion on a challenging topical issue and the opportunity for children to vote and comment on a key question. We then make the data and comments public, hugely raising the profile of Student Voice. They also get influential people and organisations to respond to the children so that they know they have been heard. It increases pupil knowledge of cultural capital, the value of their voice and helps them to see their place in a democratic society.</p>	<p>1, 2, 3, 4, 5,</p>
<p>Welfare and Wellbeing. Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.</p>	<p>2, 4, 5</p>
<p>Parent workshops both internal and external providers including behaviours</p>	<p>Evidence suggests parental support has the greatest impact on a child's academic success</p>	<p>1, 2, 3, 4, 5, 6</p>

support, English language lessons, phonics maths and reading guidance, cookery & mental health.		
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Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.

Summary: how well are eligible pupils doing? Is the difference diminishing?

•The overwhelming majority of strategies employed in 2023 - 2024 led to diminished differences at Huntingdon Academy with PP and Non-PP outcomes now broadly in line overall. A big focus on the English domains across the school and raising those achieving GDS continues to be a priority.

. Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We currently have no service pupil premium eligible pupils in school.

The impact of that spending on service pupil premium eligible pupils

N/A

Review of 2023/2024

Progress against intended outcomes			
Intended outcome	Strategies used	Impact to date	Next steps/recommendations
1. To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including use of vocabulary	<p>EYFS and Year 1 Phonics</p> <ul style="list-style-type: none"> • Small group reactive intervention approach and pre teaching approach. • Quality first teaching by providing CPD in reading, oracy and phonics. • Implementation of an oracy-rich learning environment. • Parental workshop on phonics. • 1:1 reading opportunities for PP children with literacy volunteer F1/Y1/Y2 • Oral language development <ul style="list-style-type: none"> • Resources (books, stimulus) • Reading comprehension • PALS READING • Staff training in 121 supports in reading. • Use of Seesaw to help support parents with academic understanding at home with their child. • Phonics resources distributed to all PP families. • Investment in reading for pleasure books including books which reflect diversity. • Reading library in every classroom and reading rich 	<p>EYFS/Year 1 Phonics</p> <p>Regular learning walks during phonics sessions for EYFS and lower school show fidelity to the programme with all colleagues showing strong subject knowledge with regards to teaching the new scheme.</p> <p>The school's 24 disadvantaged pupils' attainment went up by 15.0% to 75.0% in the phonics screening for 2023/2024. This is 7.8% above the LA average for disadvantaged pupils of 67.2%. Huntingdon Academy is joint twentieth out of 76 schools and 6.6% above the National average for disadvantaged pupils of 68.4%</p> <p>Year 1 Decoding</p> <p>The 23 disadvantaged pupils' average went up by 4.3 to 29.6 words. twenty-ninth out of 76 schools. This is in line with the LA average for disadvantaged pupils.</p> <p>Oracy and Quality First Teaching</p> <p>Lesson observations and environment walks through that all classes consistently use dialogic teaching strategies in their lesson design. Classrooms are rich in vocabulary. The 2004 OFSTED inspection noted that children leaving key stage 2 had strong oracy skills brought on the diet they receive from school entry. The inspection judged quality of education to be outstanding.</p> <p>Reading</p> <p>Monitoring shows that all classes have systems in place to ensure the bottom 20% are heard read regularly. The inspection report stated that 'The school left no stone unturned in its quest to ensure children can read'. The school reading environment shows a vast array of books to ignite children's love of reading. Pupil voice and parent voice shows that children are responding well to accelerated</p>	<ul style="list-style-type: none"> • Continue rigorous implementation of phonics scheme and teaching in EYFS and KS1. • Continue rigorous implementation of Read, Write Inc scheme. • Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1. • Increase in the amount of pupil premium pupils reaching GDS in reading and writing at the end of KS2. • Continue with Oracy assemblies as a whole school approach to language development. Continue to build oracy into teaching strategies for writing and wider curriculum. Activities such as speech making an structured debates to enable pupils to practice articulating their thoughts in diverse contexts. • Continue to implement accelerated reader. • Closely track the progress of pupil premium children in pupil progress

	environment in school.	reader.	meetings. <ul style="list-style-type: none">• Include further opportunities for extended reading aloud sessions.
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<p>2. Improvement in attainment for disadvantaged pupils reaching the expected standard is in line with their peers at the end of KS2.</p>	<ul style="list-style-type: none"> • Curriculum development to ensure reading and writing is linked thematically to foundation subjects. • Immersive curriculum opportunities 'hooks'. • Maths CPD and how to provide scaffolding/challenge in lessons. • Writing CPD on sequencing of writing outcomes.. • Purchasing of study guides for reading, maths and GPS for pupil premium pupils in Y6. • Termly Pupil Progress meetings. • Half termly assessment points. • Writing moderation led by KS1 and KS2 writing moderators in school. 	<p>Reading Writing and Maths</p> <p>64% of our pupil premium children achieved the expected standard or higher which is 18% higher than the national average. 4% of our pupil premium children achieved greater depth in reading writing and maths which is 1% higher than national average.</p> <p>Reading</p> <p>72% of pupil premium children achieved expected or higher in reading. 32% achieved greater depth in reading which is an increase of 13.2% and nearly double the national average.</p> <p>Writing</p> <p>72% of pupil premium children achieved age expected or greater in writing which is a decrease from last year but is still 13% higher than national average. 12% of pupil premium children achieved greater depth in writing which is 6% higher than national average.</p> <p>Maths</p> <p>72% of pupil premium children achieved the expected grade in maths which is down on last year but is still 13% higher than national average. 12% of pupil premium children achieved greater depth which is broadly in line with national average.</p>	<ul style="list-style-type: none"> • Continue to embed accelerated reader. • Continue to promote the importance of reading with home by use of seesaw, investment in books for home, parent reading library, accelerated leader board promoted in achievement assembly. • Continue to use teaching assistants to hear the bottom 20% readers daily. Continue to use immersions and TA observations to quality assure the TA practice. • Continue to invest in vibrant and inviting texts around school which represent our diversity. • Invest in prizes for accelerated reader board. • Continue to invest in quality first teaching- CPD sessions led by Sarah Lees and Hazel Vaughan. • Continue to pursue best practice with SEND provision. CPD sessions on executive functioning skills.

<p>3. To sustain attendance of disadvantaged pupils to ensure it is in line with the national average (96%)</p>	<ul style="list-style-type: none"> • Continue to embed attendance policy and amend in light of new guidance. • Continue to enhance the robust systems and procedures for attendance. • Continue to establish with parents good attendance habits that were evident pre-pandemic. • Attendance newsletter section in fortnightly newsletter. • Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending. • Wrap around care and breakfast club. • Hot chocolate with Head of school for 100% attendance- termly. • Attendance officer collects children to remove barriers regarding transportation. • Attendance officer joins caseload meetings to identify vulnerable children with regards to attendance. • Certificates and recognition given in achievement assemblies.. • Bus passes provided for families. 	<p>Attendance Data</p> <p>PP data 2022/2023</p> <table border="1"> <tr> <td>Huntingdon PP for 2022/2023</td> <td colspan="2">91.13%. 30.13% PA (182 pupil)</td> </tr> <tr> <td>Huntingdon Non PP for 2022/2023</td> <td colspan="2">92.12%. 15.2% PA (318 pupils)</td> </tr> </table> <p>PP data 2023/2024</p> <table border="1"> <tr> <td>Huntingdon PP for 2023/2024</td> <td>93.2%</td> <td>16.8% (165 pupils)</td> </tr> <tr> <td>Huntingdon Non PP for 2023/2024</td> <td>95.51%</td> <td>11.2% PA (338 pupils)</td> </tr> </table> <p>Our PP data is better in 2023/2024 than the year before by 2.1% higher attendance and a drop in PA by 13.3%</p> <p>National attendance for 2023/2024 was 94.5%. PA 15.2%. Our non PP attendance was higher than the national average by 1.01% and our PA figure was better than the national average by 4%. Our PP attendance was slightly down on the national average by 1.3% and our PA slightly up by 1.6%</p>	Huntingdon PP for 2022/2023	91.13%. 30.13% PA (182 pupil)		Huntingdon Non PP for 2022/2023	92.12%. 15.2% PA (318 pupils)		Huntingdon PP for 2023/2024	93.2%	16.8% (165 pupils)	Huntingdon Non PP for 2023/2024	95.51%	11.2% PA (338 pupils)	<p>Parents who took their children out of school for a leave of absence to continue to be sent letters at the end of last academic year along with a school calendar.</p> <p>Meetings to continue to be held with Becky Riley and Sally King with parents who took their children out of school for long periods of time or on a yearly basis.</p> <p>Expectation letters to continue to sent out at the end of the academic year, along with school calendar and child's overall attendance.</p> <p>First day calling to all parents when children are absent from school.</p> <p>If children are absent for 3 consecutive days or more medical evidence is required for the absence to be authorised.</p> <p>Free breakfast club is offered to PP children.</p> <p>KS2 intervention groups with PP/PA children.</p> <p>Termly hot chocolate with Sally King and Becky Riley for those children who have 100% or have</p>
Huntingdon PP for 2022/2023	91.13%. 30.13% PA (182 pupil)														
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			<p>improved on their attendance and punctuality.</p> <p>Being available to see parents if they turn up to school without an appointment.</p> <p>Every fortnight running an attendance report on all children that are 96% or below across F2 to Y6 and comparing attendance from the fortnight prior and if attendance is dropping putting interventions in place. E,g – letters, meetings, requesting medical evidence, home visits, discussing with EWO.</p> <p>Late letters and meetings with parents whose children are frequently late. Meetings arranged to unpick the barriers and support parents to overcome obstacles.</p> <p>Attendance officer attend pupil progress meetings.</p> <p>Attendance officer to use inclusive attendance and to operate in days rather than %.</p>
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<p>4. To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspirational curriculum.</p>	<p>Continued refinement of the development and implementation of Personal Development offer across the school including:</p> <ul style="list-style-type: none"> • Fund the cost of out of school trips/experiences and clubs. • Outdoor adventures/experiences and immersive curriculum. • Music tuition • After school club clubs. • Refining and improvement of safeguarding curriculum. • Links with Citizenship UK and Nottingham Contemporary • Cultural Capital • British Values • Votes for schools/Picture news 	<p>Pupil voice shows that pupils have a strong personal development and character development. For example, 100% of Year 6 pupils interviewed could articulate the importance of celebrating different faiths.</p> <p>The inspection report in September 2024 stated that 'Pupils benefit from an extensive range of high quality wider curriculum experiences.' The photographic evidence of such experiences can be seen in The Huntingdon Posts that are linked to the school website.</p> <p>School has a relentless pursuit of ensuring all children access the school trips, visits and after school provision.</p> <p>70% of our PP children access after school provision and there is a culture amongst staff of seeking to remove barriers for pupil premium children for example children whose parents have had limited English, teachers have built in time to explain the clubs carefully and support parents with filling out the form.</p>	<ul style="list-style-type: none"> • Offer extra-curricular activities to pupils in EYFS. • Consider after school wrap around care provided by external provider.
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<p>5. To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<ul style="list-style-type: none"> • Mental health and Well-being – addressed by our PSHE curriculum using Jigsaw as a basis. This connects the pieces of Personal, Social, Health and Well-Being Education with a block of lessons specifically focusing on Mental Health for each year group. The programme teaches children emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. • Partnership work with school with MHST to support school with delivering workshops. • Zones of Regulation 	<p>Pupil voice shows that 100% of children can articulate what being mentally healthy means and can articulate how they keep themselves both physically and mentally well. Book scrutiny and lesson observations in PSHE show a consistent approach to quality first teaching in this area of the curriculum.</p> <p>The OFSTED report states that school has an :</p> <p>‘Exceptionally well crafted personal, social and health education gives the pupils a thorough understanding of healthy relationships and what it means to stay safe in the community and online.’</p> <p>All colleagues are clear on how to support children to manage their mental health. 100% of colleagues know to report any concerns regarding a pupils’ mental health onto ‘my concern.’</p> <p>2 parent workshops- whole school package from MHST focusing on pupils and parents’ workshops. Feedback showed that parents felt the sessions had improved their confidence and knowledge. School needs to continue to consider how to remove barriers to encourage more children to attend the sessions.</p> <p>96% of parents and carers say that their child enjoys coming to school and 100% of parents and carers say their child feels safe in school.</p> <p>The Zones of Regulation help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.</p> <p>Our phased approach to implementing ‘Zones of Regulation’ began with professional development activities for all of our teaching staff and support colleagues. Our approach to implementing any change or iteration always begins with us re-visiting the EEF Effective PD mechanisms.</p> <p>Our children are moving through co-regulation to be able to manage their own self-regulation activities effectively. In turn, they are also becoming more confident and adept at selecting appropriate self-regulation strategies at the required times. For some pupils, their self-regulation may be accessed through their own individual “Zone of Regulation Toolkits” or they may engage with appropriate activities through the support of a Teaching Assistant or additional trusted adult. The self-regulation</p>	<ul style="list-style-type: none"> • TA to be trained as an ELSA and run specific ELSA sessions. • Thera play training to take place and then sessions from Y1-Y6. This is adult-directed, structured play group that incorporates playful, cooperative and nurturing activities that enhance the emotional well-being of children. • Continue to embed zones of regulation. Release teachers to observe Year 1 teacher model the practice.
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		<p>activities are tailored to individual pupils; the approach that they take may look different for our EYFS pupils than for our KS2 pupils, but our approach to consistent and explicit staff-modelling of the strategies we want pupils to utilise remains the same.</p>	
<p>6. To continue to improve SEND provision in school</p>	<p>Nurture Nest and Hive provision opened for children with high level complex needs</p> <p>Increase capacity for EHCP application.</p> <p>Buying of widget</p>	<p>Additional enhanced provision for both lower school and upper school. Life skills curriculum introduced in the Nurture Nest. Pupil voice shows that children accessing the nurture Nest find it calm and purposeful. All children apart from 2 have a fluid access to the provision ensuring time in classrooms.</p> <p>More EHCPs applied for this year.</p> <p>SEN learning walks show visual timetables, use of widget and adapted lessons occurring in classrooms.</p> <p>Pupil progress meetings show that all teachers are carefully considering the strategies needed to ensure maximum progress is made in lesson time for all pupils.</p> <p>OFSTED Inspection in 2024 states, "Learning is broken down into small steps so that pupils learn new knowledge securely" 'Teachers skillfully adapt activities to help children with special needs or disabilities.'</p> <p>97% of parents and carers report that school understands their child's needs in the 2024 Autumn parent survey.</p>	<ul style="list-style-type: none"> • Embed life skills curriculum in The Hive and Nurture Nest • Ensure completion of training for one teaching assistant and plan for a second ELSA to be trained. • Train a teacher to be a class SEND teacher to oversee the provision.

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
FSM vouchers due to COVID	Nottingham City Council
Seesaw	https://web.seesaw.me/