

Pupil premium strategy statement

This statement details our school'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 the coming academic years, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hérons' Moor Academy
Number of pupils in school	436 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	17.89%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	16/12/2025
Date on which it will be reviewed	December 2028
Statement authorised by	Georgina Tinker - Principal
Pupil premium lead	SLT
Governor / Trustee lead	Karen Ryan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111000

Part A: Pupil premium strategy plan

Statement of intent

At Herons' Moor Academy, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers along with those whose families are just over the financial threshold for pupil premium funding. The interventions outlined in this document are intended to support their needs too, regardless of whether they are disadvantaged (eligible for PP) or not.

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

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

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point when need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Language and Oracy development: our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some learners experiencing disadvantage, from EYFS and through school to KS2. In KS1 and KS2 learners experiencing disadvantage are less likely to use talk to connect ideas and explain what is happening coherently
2	Low attainment on entry to the EYFS or on entry to the school in later year groups: most learners experiencing disadvantage are working below age-related expectations on entry to Reception and despite making accelerated progress, do not meet the Early Learning Goals. A high percentage of pupils joining the school in later year groups are experiencing disadvantage or have English as an additional language (EAL); they are frequently working below age related expectations.
3	Emotional and social skills: our assessments and observations suggest that our Y3 cohort are working at lower levels than expected both academically, emotionally, and socially. The children have come into Y2 with lower resilience, independence, and motor skills than we would expect. We recognise that these children would have been around 2 years of age when the pandemic started. Therefore, they missed essential early years in nurseries, playgroups, and activity groups.
4	Attainment of key subject areas: there is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes. We know from our analysis that many of our younger disadvantaged learners' education has been disproportionately impacted by partial school closures
5	Reading: we know that our learners experiencing disadvantage have lower levels of reading progress / attainment. Reading at home is practised less; they do not gain pleasure in reading or maintain positive attitudes to reading. Not being a fluent reader can impact adversely on learners' access and understanding of the curriculum.
6	Enrichment: We know that many of our PP learners have narrow experiences outside of school and have reduced educational experiences (cultural capital). We offer enrichment by providing positive experiences in order to develop Cultural Capital.
7	Adverse Childhood Experiences: our analysis shows that learners experiencing disadvantage have a higher chance of exposure to an adverse childhood experience (ACE). Developmental social and emotional well-being impacts adversely on readiness to learn.

8	Progress for pupils working at Greater Depth: Progress for disadvantaged pupils is lower than that of other pupils and fewer learners experiencing disadvantage make Greater Depth.
9	Attendance and Punctuality: there is a historical trend that the overall attendance of our PP learners is below the national average and there is a gap between PP and non-PP attendance at school.

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
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> Assessments and observations indicate improved oral language and vocabulary banks among disadvantaged pupils
Improved progress and higher rates of attainment for PP pupils especially in the EYFS.	<ul style="list-style-type: none"> Learners will achieve as well nationally in comparison to their non-PP peers, making as much progress as their non-PP peers. Progress will be visible in learning walks, and lesson drop-ins
Improved attainment in Reading, Writing and Maths combined at the end of Key Stage Two for pupils entitled to Pupil Premium.	<ul style="list-style-type: none"> Learners will achieve as well as their non-PP peers in Reading, Writing and Maths combined at the end of Key Stage Two
Improved progress and higher rates of attainment for pupils entitled to Pupil Premium at Greater Depth.	<ul style="list-style-type: none"> When tested at the end of Year 4, all pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently. At the end of Year 1 all disadvantaged pupils will be able to count to and across 100, forwards and backwards, from any given number.

<p>Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.</p>	<ul style="list-style-type: none"> Learners are ready to learn and able to access benevolent school experiences. Pupil voice reflects a high proportion of positive attitudes towards school and learning.
<p>A range of opportunities will be available for children to gain life experiences throughout their Primary school journey. Children leaving HMA in Y6 will be equipped for the next stage of their life and will have age-appropriate life skills.</p>	<ul style="list-style-type: none"> The amount of life experiences through trips offered at school will be back to pre-pandemic levels and uptake will be higher amongst PP children. Opportunities to practice life skills such as cooking, sewing, using money, reading maps, riding a bike, tying shoelaces etc will be offered through school activities.
<p>Children in Early Years will have moved on in their life-skills, emotional resilience and social skills. As they move to Y1 most children will have age-appropriate skills. Families and children starting HMA in following years will be supported to achieve key milestones before starting their school journey.</p>	<ul style="list-style-type: none"> Early assessment of needs and interventions being delivered in the first years of school to support children to thrive in their early school life. Appropriate staffing levels to support progress. Referrals to and support from outside agencies where needed.
<p>Attendance figures for LED will be closer to that of their peers if not in line with their peers.</p>	<ul style="list-style-type: none"> Staff attendance team with clear roles working together with whole school staff to support parents and children to be in school. Clear interventions for those still not attending/persistently late.

Activity in this academic year

This details how we intend to spend our pupil premium **across the next three academic years** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching</i>	<p>The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' https://www.suttontrust.com/wpcontent/uploads/2019/12/2teachers-impact-report-final-1.pdf identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners.</p> <p>The EEF publication, 'Using your Pupil Premium Effectively' enables teachers to evaluate, ensuring misconceptions are addressed and personalised learning is available. https://educationendowmentfoundation.org.uk/guidanceforteachers/using-pupil-premium</p>	1,2,3,5,8
<i>Collective Teacher Efficacy</i>	<p>Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.</p> <p>https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/</p> <p>At HMA staff work together to create opportunities for all children. We share the belief that we can make a difference. It is important to create a sense of 'belonging' in our pupils in order to support them to move on both academically and with their social and emotional learning.</p>	1,2,3,4,5,6,7,8,9
<i>Reading focus</i>	<p>"Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching."</p> <p>The Reading Framework - Teaching the Foundations of Literacy Department for Education, 2021</p> <p>We use the following across the school to ensure our children are good readers-</p> <ul style="list-style-type: none"> • Unlocking letters and sounds (phonics) • Every Day Reading • Promoting a love of reading • Adults reading to children everyday • Regular monitoring by English team and SLT • Reading to adults in school 	1,2,3,5,7,8

	<p>https://www.theeducationpeople.org/blog/early-reading-a-path-to-future-success/</p> <p>https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/</p> <p>https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/</p>	
<p><i>Mastering Number (R/KS1)</i></p>	<p>Developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people’s educational progress and life outcomes.</p> <p>Children in Reception and KS1 have been working through the Mastering Number project- aiming to secure firm foundations in the development of good number sense.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</p> <p>https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2 KS3 Maths Guidance 2017.pdf</p>	3,5,7,8
<p><i>Phonics- Unlocking Letters & Sounds</i></p>	<p>Partnership with English Hub</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p> <p><i>We know that a good grasp of phonics is crucial for supporting younger pupils to master the basics of reading. Educational prospects for children who don’t achieve good literacy skills by the end of primary school are bleak. The best way to close the gap and improve literacy levels for all is through the better use of evidence: looking at what has – and has not – worked in the past to give the best chance of success in the future.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	1,2,3,5,7,8

<p><i>Career Professional Development</i></p>	<p>Teachers and Teaching Assistants make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Co explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1,2,3,4,5,6,7</p>
<p><i>Oracy-embed Voice-21</i></p>	<p>In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p> <p>Through a high-quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf</p> <p>This report shows the impact the project has had on wellbeing, engagement and life success after school.</p>	<p>1,2,3,4,5,6,7,8</p>
<p><i>Pastoral Interventions</i></p>	<p>As a school we recognise the importance of pastoral care for our pupils. Pastoral care does not stand alone, but rather underpins and supports teaching and learning. We have an Inclusion Team consisting of 4 members of staff. Learners are referred in to the team for support in many areas- emotional, academic, friendships, learning assessments, social, family support...</p> <p>All staff support children with their pastoral needs every day- providing children with breakfast, supporting with home learning, providing changes of clothes...</p> <p>The following blog references many other articles showing the importance of pastoral care for our children and families.</p> <p>https://blueskyeducation.co.uk/pastoral-care-combining-theory-and-practice/</p>	<p>1,3,4,6,7,8,9</p>
<p><i>Attendance Team</i></p>	<p>Being in school is important to your child’s achievement, wellbeing, and wider development.</p> <p>The data also shows that in 2019, primary school children in Key Stage 2 who didn’t achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>We have an attendance team who work together to promote attendance and arriving on time. We have changed school procedures in the morning to encourage children to be at school in time to take part in early morning learning.</p>	<p>7,8,9</p>

Targeted academic support

Budgeted cost: £60,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics intervention groups (whole school)</i></p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	<p>1,2,3,5</p>
<p><i>Daily reading (All Yr groups)</i></p>	<p>After year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. These pupils cannot read fully what is written on the board and accompanying texts nor complete written tasks that depend on this. They are unlikely to admit they do not understand and fall even further behind. When the teacher asks pupils to discuss a question, they might encourage their partner to do the talking and thus they avoid giving feedback to the class. Increasingly, their attention goes into working out how to get through lessons without their peers noticing their poor reading. They can withdraw, become anxious or misbehave.</p> <p>The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading.</p>	<p>1,2,3,5,7,</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	
<i>Guided reading</i>	<p>Teachers might expand children’s store of words through talk throughout the day, within the curriculum and through stories. Listening to and talking about stories and non-fiction develops children’s vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils’ wider learning and progress.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	1,2,3,5,6,7,
<i>TAs & Academic Interventions</i>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes.</p> <p>We deploy our TAs to classes/year groups with the most need. This is reviewed termly. TAs deliver 1:1, small group or whole class support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4,5,7, 8
<i>Y6 Writing Booster Club</i> <i>Y5 Times Tables Club</i> <i>Y3 Maths Booster Club</i>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,5,7
<i>Lunch Clubs</i>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

<p><i>Lego therapy WellComm Drawing club for writing</i></p>	<p>Lego Therapy and Drawing Club provide vital support for children experiencing disadvantage by fostering social, emotional, and cognitive development in a safe and engaging environment. Lego Therapy encourages teamwork, communication, and problem-solving through structured play, helping children build confidence and develop essential social skills. Similarly, Drawing Club offers a creative outlet for self-expression, allowing children to process emotions and experiences that may be difficult to articulate verbally. Both approaches promote inclusion and resilience, giving disadvantaged children opportunities to connect with peers, experience success, and strengthen their sense of belonging—key factors in improving well-being and learning outcomes.</p>	<p>2,3,6,7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Team (inc Family Support)</i>	<p>We have an Inclusion team consisting of two Learning Mentors and an Inclusion Support Assistant. This team is led by the SENDCo/Inclusion Lead. As a team we support children in many areas of their school and home life- attendance, emotional literacy, social communication, behaviour support, family liaison, referrals to outside agencies, parenting workshops, friendships, check ins...</p> <p>https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</p>	
<i>Budget for individuals</i>	<p>As a school we recognise that at times we need to individualise the offer for children and their families. This may mean buying and washing a swimming kit, paying towards music lessons, providing before/after school supervision, accompanying parents to meetings, providing uniform, providing trainers/school shoes.</p>	
<i>Core Team meeting:</i>	<p>All teachers attend pupil progress meetings with senior leaders regularly. When scrutinising the data there is a focus on LED and what staff and the school can do to remove any barriers to learning and support the children to make progress. Children are considered as individuals so that we can think about each child and what they need.</p>	
<i>Attendance training/ARV/Network</i>	<p>Our wider Attendance team meet fortnightly with the lead and one other meeting more regularly. There is regular training and networks with the wider CLF team which helps to make our systems robust. There is a clear procedure for reporting and following up on absence for all children. We have a good system that ensures most of our children arrive on time and are ready to start learning to maximise on time.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	

<p><i>Provision Mapping to track interventions</i></p>	<p>As a school we buy in to a service to enable teachers to effectively plan provision for children who have barriers to their learning. We also use this service to plan interventions for small groups, ensuring that our TAs are used efficiently and effectively. Provision Map supports teachers to create smart targets for children to help them to move along in their learning.</p> <p>https://www.provisionmap.co.uk/send-mainstream/ https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/sen-provision-map/</p>	
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<i>School trips</i>	<p>Each year group offers school trips and activities that enrich our children's experiences. We offer school trips from local park and beach trips to zoo visits in Bristol, Roman experiences in Wales as well as residential stays in Y4,5 and 6. We try to plan so that children have a large variety of experiences that they can learn from. We offer trips such as pantomime trips in KS2 as well as trips for our young carers and more vulnerable children. We also invite visitors and groups in to school to enrich the education of our children.</p> <p>https://www.curacubby.com/resources/enrichment-in-school/</p>	
<i>Enrichment clubs</i>	<p>We offer a variety of clubs both before, during and after the school day</p> <p>https://www.theschoolrun.com/what-enrichment</p>	

Total budgeted cost: £111000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

The data demonstrated that attendance and outcomes for Y6 learners shows gap:

2025		2025	
No.	Att %	No.	RWM
11	85.5%	11	64%
49	94.7%	49	76%
	-9.2%		-12%

The data demonstrated that there is a gap between attainment in PP and ALL children in EYFS

EYFS GLD %						
	Cohort	GLD No.	GLD %	Nat Av 2024	CLF Av 2025	DfE Av 2025
PP	8	5	63%	52%	54%	63%
All	57	45	79%	68%	71%	74%

The data demonstrated that there is a gap between attainment in PP and ALL children in 1 phonics

HMA		
Cohort	No. Exp Std	% Exp Std
8	3	38%
60	48	80%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that from analysis, the biggest gap to close is Y1 phonics PP 38% compared with nat 65%

We have also drawn on school data and observations to assess wider issues impacting

disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our attendance strategies are supporting those families whose children are missing out on key learning due to their attendance and whole-school approach towards belonging and we have no outsiders at HMA.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Forest School	Mrs Yvonne Matthews
Mental Health Partnership NHS TRUST	Bex Alexander

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.