

## 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 and how we intend to spend the funding in this academic year.

### School overview

| Detail  | Data – Oct 2024  |
|---|--|
| School name   | Hannah More Primary  |
| Number of pupils in school  | 225  |
| Proportion (%) of pupil premium eligible pupils   | 45%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | We are in the <b>first</b> year of our three year plan 2024-2027 |
| Date this statement was published   | December 2024  |
| Date on which it will be reviewed   | September 2025   |
| Statement authorised by   | Kevin Hawkins,<br>Head Teacher                                   |
| Pupil premium lead  | Helen Barbour,<br>Deputy Head Teacher                            |
| Governor / Trustee lead   | Bern Leckie  |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £148,000 |
| Recovery premium funding allocation this academic year<br>School-led tutoring funding allocation this academic year   |          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £148,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our context**

Hannah More Primary School serves central Bristol's Lawrence Hill ward. This area endures high levels of economic deprivation. The majority of the children at the school come from families who have arrived in the UK within the last two decades. Most of these children come from Somalia. Some are refugees; most are economic migrants. Currently just under half of our children are eligible for Pupil Premium funding. There is a disproportionately high number of children with SEND barriers who have this economic disadvantage. There are often complex and sometimes traumatic family situations that are a barrier to children flourishing. Our observations have shown us that SEMH needs as a result of the pandemic have grown disproportionately amongst disadvantaged children at our school and this legacy remains.

### **Our vision**

As a staff and community we believe that all our children have the right to success. All children need the skills to be numerate and literate; to have access to creative and physical play and to develop social and cultural experiences that allow them to thrive in the wider world. However, no child is the same and one size will not fit all. We take pride in building positive relationships with all our families, considering the needs of each child and providing them with the targeted support that will make the difference for them. Our motto, "Nurturing self-belief. Inspiring success." encapsulates the school's vision. We aim to provide the right environment, where children experience success so their confidence grows and they are enthused and excited by the curriculum. We also work hard to involve families in their children's education. This is important as many parents have no previous experience of British schools and lack confidence to directly support their children. Involving families in learning in this way also promotes cohesion and supports our journey towards becoming a fully inclusive community.

This vision underpins the key principles of our Pupil Premium strategy plan.

### **Our strategies**

Our key objective in using the Pupil Premium grant is to raise the attainment of disadvantaged children so that there is no gap between their achievement levels and those who come from less disadvantaged backgrounds. Although our gap is much smaller than other schools because of our historic work in this area, we still have a history of our PP children attaining less well than the other children – this is also a national trend. For example, according to the FFT data (around 2000 schools) for KS2, in 2024 the gap between FSM6 and non-FSM6 was: Reading 64%: 80% Writing 60%: 79% and Maths 61%:81%. Our gaps across the school are usually significantly smaller – for statistics see final section - and are sometimes in favour of those children with disadvantage. In order to make decisions about Pupil Premium spending we analyse data carefully using diagnostic testing and a robust cycle of assessment that informs our action planning. We make use of the research evidence in the EEF toolkit and internal observations of impact to inform our decisions.

As the EEF and further educational research has repeatedly shown, quality first teaching in the best way to achieve better outcomes for disadvantaged children. Therefore our first strategy is to ensure that a rich curriculum alongside inclusive teaching and learning opportunities meet the needs of all the pupils. Through our mastery teaching approach we develop curious and independent learners. Children reason about mathematics and solve a variety of increasingly challenging problems, supported by a heavy emphasis on developing strong mathematical language. Our author take a novel approach, meaning that

teachers use whole, language-rich picture books and novels through which to teach writing and the skills of reading, such as fluency and comprehension. High quality phonics teaching, aligning with fidelity to our SSP 'Little Wandle' ensures that all children have the base they need to learn to read, before they read to learn. Our wider curriculum has developed from the dynamic Curious-city enquiry-led curriculum approach, rooted in the local area.

Educator Marc Rowland, author of *Addressing Educational Disadvantage (The Essex Way)* states: 'Good oracy, coupled with Cultural Literacy, should be at the heart of the social mobility agenda'. We are a Voice 21 School and have embedded practice of high quality oracy teaching for all children. Our library, which we call the Hub, is well-stocked, and sits at the heart of the school. All children have access to quality books to borrow and enjoy on a weekly basis.

Early intervention is recommended as key good practice by the EEF, hence our additional funding of 1:1 and group reading support in EYFS and KS1 before and after school and high-impact phonics keep up interventions, recommended by the English Hub. We know that many of our disadvantaged children start school with less developed speech, language and communication, so we also have targeted interventions in place to address their barriers to learning and progress. (More details later in the document.)

For those with special educational needs, we want them to make good or accelerated progress from their starting points. As we know a disproportionate number of our disadvantaged children also have SEND, we use a proportion of our PP funding to provide a base for children with ASC needs and Nurture interventions for our children with SEMH challenges. The BOXALL Profile assessment tool is used to plan for the SEMH needs of specific children. We have a Mental Health professional one day a week working with families and a play therapist also one day a week.

Research continues to tell us that parental involvement in education is powerful; for those whose own experiences of school may have been poor - or culturally very different - it is even more important that we build relationships to break the cycle. One of our key strategies is to create connections with families who struggle to provide a supportive background to their children's learning journey through our community development work and adult learning classes.

### **Clarification**

Economic disadvantage as measured for the Pupil Premium grant is in reality only one measure of vulnerability. Parental conflict, poor housing, caring responsibilities, limited English language, learning development issues, racial, or gender barriers for example can also lead to a child being vulnerable. As not all pupils who are disadvantaged qualify for Pupil Premium status, we reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as at risk of falling behind due to a vulnerability.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our regular diagnostic assessments demonstrate that although our older disadvantaged children – children who have been at the school for a number of years – perform well, there are poorer attainment outcomes for Year 1 in reading, writing and maths for disadvantaged children and for a significant group of children who have joined us as refugees. |
| 2                | Our SEND register indicates that there are disproportionate levels of SEND amongst those with social and financial disadvantage.  |
| 3                | Our assessments and observations indicate that the education and SEMH of many of our disadvantaged pupils have been impacted by partial school closures and the cost of living crisis to a far greater extent than for other pupils. These findings are supported by national studies.  |
| 4                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  |
| 5                | Our observations and conversations show us that there are reduced opportunities for enrichment and broad cultural experience beyond school for children from disadvantaged homes.   |
| 6                | Our observations, conversations and learning reviews have shown us that powerful learning behaviours and attitudes such as resilience, self-esteem and intrinsic motivation are less likely to be evident amongst disadvantaged children, regardless of ability.  |
| 7                | Whilst parental support leads to improved outcomes for children, many of our disadvantaged children have limited experience of home support and registers show more variable attendance.  |

## 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  |
|--|---|
| 1. The attainment gap between disadvantaged and non-disadvantaged remains close in reading, writing and maths. | <p>Barriers to progress for PP children are identified and teachers target their needs strategically through quality first teaching and additional intervention.</p> <p>English and Maths leads are seen to take appropriate action to reverse negative trends and improve attainment</p> |

|   |  |
|---|--|
|   | <p>The gaps between advantaged children and disadvantaged children are seen to remain small year on year. The impact of strategies will be reviewed by PP Lead analysis following yearly assessment data points.</p>   |
| <p>2. SEND children make good academic progress from starting points.</p>   | <p>Robust analysis of class-based work and diagnostic assessment demonstrates progress in reading, writing and maths for children with SEND.</p> <p>Teachers and TAs demonstrably work collaboratively as teaching teams to enable good progress for children with SEND.</p>   |
| <p>3. Disadvantaged children with SEMH needs can access learning effectively, using learned strategies to regulate and manage their relationships.</p>              | <p>All children with high SEMH needs have personalised learning plans created and monitored using Provision Map. Targets are created and strategies identified to create a personalised support plan.</p> <p>All classes have use the Zones of Regulation to share and develop emotional understanding and regulation. This is taught through the school's PSHE 'Skills for Life' curriculum. All children have their own tool kit of strategies to help them to self-regulate.</p>  |
| <p>4. Children with speech language and communication needs are supported to make good progress.</p>  | <p>Children in EYFS/KS1 with speech and language needs are identified and receive additional intervention that shows impact.</p> <p>Children with ASC for whom communication is a barrier receive speech and language intervention that enables good progress from starting points.</p>  |
| <p>5. Disadvantaged children gain cultural capital through curriculum and enrichment experiences.</p>   | <p>Additional funding allows children to experience rich social learning experiences that develop cultural capital.</p> <p>The Curriculum Lead monitors, develops and collaborates with teachers to ensure rich and meaningful learning experiences are embedded throughout the curriculum.</p> <p>All children reflect on at least one rich experience a term in their personal 'Chronicle of Extraordinary Experiences'.</p> <p>All disadvantaged children eligible for the Pupil Premium funding have access to at least one free after school club or quality after school enrichment provision.</p> |
| <p>6. The levels of self-esteem, resilience and motivation for learning are measurably improved and support the progress and attainment of vulnerable children.</p> | <p>Behaviour data indicates disadvantaged children become more regulated due to measures put in place to address barriers to motivation and resilience.</p> <p>Repeated reviews of learning behaviours and attitudes show interventions to address these barriers are having impact.</p> <p>The gap in attainment between disadvantaged children and their peers remains narrow.</p>   |
| <p>7. Hard to reach families are engaged and able to support vulnerable children.</p>   | <p>Families with additional need are supported through parenting, educational or social groups. Following evidence in EEF and OFSTED research, the focus will be placed first in EYFS, Year 1 and new to school support.</p> <p>Attendance of targeted families is shown to have improved following intervention.</p> <p>Whole school attendance improves year on year, with a target of 98% at the end of three years.</p>  |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8, 518

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>All Core Subject Leads (English, Maths, Wider Curriculum and EYFS) given 0.1 a week to analyse diagnostic data in their subject, to feedback targeted support to teachers and TAs and run regular bespoke training sessions.</p> <p>£8,518</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br/>Diagnostic assessment   EEF</p> | <p>1, 5</p>                   |

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

Budgeted cost: £53,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Use of teaching assistants specific academic need in class. PP children are targeted in year group action planning for personalised support. Before and after school reading takes place in younger year groups, prioritising disadvantaged children and liaising with families to offer guidance.</p> | <p>EEF report that small group tuition is effective with feedback from the teacher and work which is matched to the learner's needs (+4 months)</p> | <p>1</p>                      |

|  |   |      |
|--|---|------|
| EYFS TA – 100%<br>£23,000  |   |      |
| Lead for dedicated resource base for ASC academic provision<br><br>1 Lead SEN TA – 100%<br>£30,000 | Baseline assessments show high level of language needs, including a higher than average number of children with ASC, most of whom are from PP backgrounds. A small number of these children are not able to access the year group curriculum without very high levels of scaffolding and support and outside of an overstimulating environment. | 2, 4 |

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

Budgeted cost £97, 732

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Breakfast Club staff members – 2x 5 days a week<br><br>12,000   |  |                               |
| Dedicated Nurture Lead out of class support for groups of children and individual children needing support for their social, emotional and mental health needs.<br><br>Additional work includes targeted SEMH interventions for children whose needs are not met with additional funding. TAs work with children 1:1 or in small groups to support children's social, emotional and mental health and learning development.<br><br>30,000 | EEF (+4)<br>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. DfE data shows growing mental health needs in schools. Where children have SEMH needs, this is also shown through evidence (eg Public Health England 2014) to have a direct impact on their attendance and academic attainment. Evidence from research shows that 'children who have attended a Nurture Class have a significant chance of improving their learning skills including language and literacy' (Nurture Network Group linked research) School based assessments show improvements in children's ability to access their mainstream | 3                             |

|  |  |       |
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|  | classroom (evidence from observations, behaviour records and Boxall profile assessments)   |       |
| Community Support within Admin team: • Organising business and community volunteers to support children in school in order to raise aspirations and attainment –eg Reading Buddies, Supporting disadvantaged families who are struggling.<br><br>11, 250 | EEF (+3)<br><br>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy, cooking or IT skills;</li> <li>• approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> | 5,6,7 |
| 2 x part-time More4Kids staff members - Free after school club places targeted to disadvantaged families with additional need. Some funding comes from paid places.<br><br>15,100  | According to the EEF, there is evidence that outdoor adventure learning, such as forest school and similar outdoor play-based activities can have a positive impact on attainment. Experiences with our hard-to-reach families have indicated that free after-school provision has supported both the mental health of the participating children and the parents. It has improved the families' engagement with school, attendance and the children's social confidence.  | 5, 7  |
| Lead TA (50%) to support TAs pastorally, to monitor workload, line manage, coach and guide CPD<br><br>17,750   | EEF report that small group tuition is effective with feedback from the teacher and work which is matched to the learner's needs (+4 months)   |       |
| Contingency fund for acute issues<br>£382  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | All   |

## Total budgeted cost:



**Part B: Review outcomes for final year of Strategy 2021-24**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| Intended outcome   | Success criteria   | Impact 2023-24   |
|--|--|--|
| <p>1. The attainment gap closes between disadvantaged and non-disadvantaged in reading, writing and maths.</p> | <p>Barriers to progress for PP children are identified and teachers target their needs strategically through quality first teaching and additional intervention.</p> <p>The gaps between advantaged children and disadvantaged children are seen to reduce year on year.</p> | <p>Action plans continue to be used and reviewed by SLT three times a year to guide interventions</p> <p>The English findings – that poor fine motor skills and letter formation were a barrier to writing – has led to an increased priority being placed on the teaching of handwriting.</p> <p>Although publishing books are showing an improvement in handwriting it continues to be of concern among disadvantaged children and requires further action.</p> <p>Extensive research into metacognition and self-regulation led to a restructure of PSHE to meet the emotional and social needs of our children.</p> <p>Maths EXS+ attainment for PP dropped by 5% over the 12 months July 23-24 (58%) <b>but the gap remained insignificant at -1%.</b></p> <p>Reading EXS+ attainment for PP rose by 2% over the 12 months July 23-24 (56%) and <b>the gap remained consistently small at -4%</b></p> <p>Writing EXS+ attainment dropped by 1% over the 12 months July 23-24 (53%) but <b>the gap grew from -0.8% to -9%.</b></p> |

|  |  |  |
|--|--|--|
| <p>2. SEND children make good academic progress from starting points.</p>  | <p>Teachers and TAs demonstrably work collaboratively as teaching teams to enable good progress for children with SEND.</p> <p>Robust analysis of class-based work and diagnostic assessment demonstrates progress in reading, writing and maths for children with SEND.</p>   | <p>All class-based TA had 30 minutes CPD time built into their week and the year started with team contracts being discussed to clarify roles. An attempt was made to bring the SEN TAs into this team approach with some success in certain teams.</p> <p>Children with ASC received the following evidenced interventions last year from trained staff: Attention Autism; intensive interaction; lego therapy; PEC; bespoke S&amp;LT as directed by the speech therapist; augmented communication environment (makaton, visuals, processing time).</p> <p>The SENCO introduced the expectation that all SEND children would have assessments recorded on SIMS to allow better data tracking.</p> |
| <p>3. Disadvantaged children with SEMH needs can access learning effectively, using learned strategies to regulate and manage their relationships.</p> | <p>All children with high SEMH needs have personalised learning plans created using Provision Map. Targets are created and strategies identified to create a personalised support plan.</p> <p>All classes have two timetabled well-being sessions each week, created using the BOXALL Profile Online to identify emotional need. The tracker shows progress towards the identified goals over each academic year.</p> | <p>The Boxall profile was used by the Nurture Lead to identify children for the 'Sunflower' nurture room or for personalised SEMH interventions.</p> <p>Nurture Lead wrote the first term Skills for Life lessons to embed 'Zone of Regulation' understanding and toolkits across the school.</p> <p><u>SEE ALSO: FURTHER INFORMATION AND ADDITIONAL ACTIVITIES</u></p>  |
| <p>4. Children with speech language and communication needs are supported to make good progress.</p>   | <p>Children in EYFS/Year 1 with speech and language needs are identified and receive intervention that shows impact.</p>   | <p>We identified an EEF programme to deliver and the funding application was successful. Language Link ran in Year 1 but variable staffing meant that impact was not measured.</p> <p>ASC identified interventions have continued to be delivered within Lavender and within Year groups for children with identified SEN.</p>   |

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|   | Children with ASC for whom communication is a barrier receive speech and language intervention that enables good progress from starting points.   |   |
| 5. Disadvantaged children gain cultural capital through curriculum and enrichment experiences.  | <p>Surveys, conversations and observations indicate impact of trips and visits on children's cultural capital.</p> <p>All disadvantaged children eligible for the Pupil Premium funding have access to at least one free after school club or quality after school enrichment provision.</p>  | <p>Bristol Sports clubs continued holiday clubs run 10am-2pm 4 out of 5 days a week in the school holiday and coordinated by Ruth and Sarah.</p> <p>Ruth our Community Consultant identified a some funding for using school buildings outside of the school day and we started to use this OSF grant for bike maintenance sessions in our after school club, football club, boxing and girls fitness.</p> <p>Chronicles continued to be used by the children to record memories of the experiences that have beyond the curriculum.</p> <p>Our Community Development Officer liaised with various local businesses to bring in rich learning experiences for our children:<br/>East Side Community Trust, Bristol Old Vic, Trinity Centre, We The Curious, Burges Salmon</p> <p><u>SEE ALSO: FURTHER INFORMATION AND ADDITIONAL ACTIVITIES</u></p> |
| 6. The levels of self-esteem, resilience and motivation for learning are high and support the progress and attainment of vulnerable children. | <p>Behaviour data indicates disadvantaged children become more regulated due to measures put in place to address barriers to motivation and resilience.</p> <p>Repeated reviews of learning behaviours and attitudes show interventions to address these barriers are having impact.</p> <p>The gap in attainment narrows between disadvantaged children and their peers.</p> | <p>Maths EXS+ attainment for PP dropped by 5% over the 12 months July 23-24 (58%) but the <b>gap remained insignificant at -1%</b>.</p> <p>Reading EXS+ attainment for PP rose by 2% over the 12 months July 23-24 (56%) and <b>the gap remained consistently small at -4%</b></p> <p>Writing EXS+ attainment dropped by 1% over the 12 months July 23-24 (53%) but <b>the gap grew significantly to -9%</b>.</p> <p>Over the previous three years, data continued to improve and this is the first year that we have seen a small drop in attainment levels.</p> <p><u>SEE ALSO: FURTHER INFORMATION AND ADDITIONAL ACTIVITIES</u></p>   |

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| <p>7. Hard to reach families are engaged and able to support vulnerable children.</p> | <p>Families with additional need for support are systematically identified and supported through parenting, educational or social groups. Following evidence in EEF and OFSTED research, the focus is placed first in EYFS, Year 1 and new to school support.</p> <p>Attendance of targeted families is shown to have improved following intervention.</p> <p>Whole school attendance improves year on year, with a target of 96% at the end of three years.</p> <p>Teachers report improved engagement of hard-to-reach families in children's learning.</p> | <p>Sarah in her community development role and Ruth in her fund-raising role facilitated the following:– some that include a crèche provision. The topics were carefully planned to cover a skills and needs for the community to access.</p> <p><b>Mum's Fitness</b> - 25 parents. <b>Sewing for Beginners</b> funded by the Community Learning Fund - 10 learners per class (+ crèche provision for 3 of the 4 terms). accesses around 40 parents per year. This course comes with a certificate of completion from Learning West.</p> <p><b>ESOL English Conversation Club</b> –These hour long sessions are funded by Jacari.</p> <p><b>Help Your Child to Learn</b> an Arts and Crafts session that runs weekly throughout the year. Laura is very engaging and is a regular at our Bonfire Night and Summer Fair events working with the children. Funded by the Community Learning Fund and comes with a certificate of completion from Learning West. 10 parents per course.</p> <p><b>Travelling Kitchen Courses</b> –funded by the National Lottery 36 parents total. Take home a nutritionally balanced meal every Friday. Brings new families into the community, as well as mixing cultures and parents with children in different year groups.</p> <p><b>Welfare support</b><br/>Sarah did the induction of most new starters (mid-term), so welfare support often starts at these meetings. She had daily interactions with multiple parents about providing them letters for housing, sign-posting them to local services and being a go-between with parents and teachers where communication is lacking. Some financial welfare from the Friends of Hannah More Charity.</p> <p><b>More4kids after school club</b> continued to provide up to 10 free places a week on a termly basis for vulnerable children and families. This has an impact on some attendance, on wellbeing, language acquisition for refugees and socialisation.</p> |
|---|---|---|

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- Utilising local authority support to develop our mental health lead. In addition a weekly mental health support worker will deliver 6 weekly blocks of counselling for vulnerable children identified at risk of failing due to poor mental health.
- Continuing to develop our deployment of TAs using the EEF – funded DELTA project (2021-2022). This has led our school to prioritise TA training and development with bespoke development and ring-fenced meeting and CPD time. EEF research demonstrates that when effectively deployed, teaching assistants can raise the attainment of children who need additional support. Teaching team communication is a cornerstone of our teaching across the school.
- Our SDP, which charges all core subject leaders to raise attainment and aspiration for disadvantaged children.
- Our school timetable has been adapted to allow additional adults to join EYFS/Y1 and Y2 to complete daily reading practice sessions for 30 minutes each morning.
- Review of the impact of strategies by PP/Assessment Lead analysis at each assessment point (Term 2, 4, 6). This information guides all year groups action planning for the following terms, including teaching strategies and intervention.
- Targeted efforts to raise attainment for PP children by our English and Maths lead, including enhanced assessment for and progress tracking of our SEN children.
- Successful application bid for ‘Speech Bubbles’, a weekly large group communication intervention led by a trained member of Bristol Old Vic and Hannah More staff.
- ‘7 pillars of cultural capital at Hannah More’ co-created with staff to build a vision of our cultural capital offering for our children and community and reviewed annually for target setting by the Pupil Premium lead in collaboration with parents.
- The development of the cultural capital, self-expression and emotional confidence of our children through a two-year project with Travelling Light Theatre company, funded by the Teacher Development Fund to address educational inequity, which has been extended for another year to focus on language development.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These are built through our connection with Bristol Sport and also with other community groups such as Trinity Gardens

and Circomedia. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

- Providing financial support for food and travel by accessing the hardship funds of external partners such as Greggs and Bristol Charities on their behalf.
- Creating mentors and volunteer reading buddies from within the local business community to raise attainment and aspiration
- Use of Boxalls assessments to target SEMH need
- Weekly School Parliament in which all year group representatives contribute to the life of the school and where PP children are prioritised.
- All children in Year 6 to have a specific contributing role of importance within the school, for example House Captains, Office Angels and librarians became a key part of the school routines and are valued by staff and children.
- Use of external funding (raised by Community Consultant) to design and embed the use of personalised 'Hannah More Chronicles of Extraordinary Experience' to allow to children to capture, reflect and capitalise on their enriching school experiences
- Parent and student voice indicated a poor provision outside of school for music or artistic development. 6 weeks of an extended day to improve access was created offering languages, crafts and drama. This enabled provision for all and not just PP. It was very well received and has been extended to terms 5 and 6 in every academic year.
- An annual day of cultural celebration, launched in May 2023 in response to parent voice regarding the need to build pride in own heritage. Children wear clothes from their own heritage or celebrations; adults came to teach children about their backgrounds and students prepared homework about their families histories.
- An audit of cultural capital showed the need for careers based learning in the curriculum. Launched in July 2023, there is now an annual Year 6 Careers Week to give children insight into the world of work. A variety of local employers from the area participate in a 'speed-meeting' careers fair. The PSHE Lead developed a unit around work and finance for all children for Term 6 as part of our bespoke 'Skills for Life' PSHE curriculum.
- The Pupil Premium Lead is developing a school metacognition and self-regulation strategy for the school in collaboration with class teachers. This follows findings from the Maths Lead when reviewing the performance of children in receipt of the pupil premium and learning behaviours were observed as being significantly different.
- The new bespoke PSHE curriculum has been written using expertise within the school team to target needs in our school community and specifically around topics that develop the needs of the disadvantaged children in our school. It includes: emotional regulation, oracy, online safety, health and mental wellbeing, valuing diversity and financial and careers education. The oracy unit uses training developed from our previous investment in Voice 21 materials and CPD.

- New Headteacher to work with the admin team specifically on raising the profile of attendance and supporting those families whose attendance is persistently low. Our investment in the MIS system 'Arbor' has facilitated this development.

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.