



Perryfields Primary PRU

2023-2026

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 this academic year and the outcomes for disadvantaged pupils last academic year. Given the nature of our school and the timing of the school census returns we are expecting that over the course of the year our allocation will change – as it has in previous years. Therefore, our budgeting may seem high but we are considering our unique situation.

The proportion (50%) is the current eligibility but this will also fluctuate as pupils finish their Personal Intervention Programme of six weeks and then others start. It has been as high as 80% and as low as 25% in the past.

School overview

Detail	Data
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	19.12.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Pete Hines (Headteacher)
Pupil premium lead	Pete Hines (Headteacher)
Governor / Trustee lead	Iain Sweatman (Vice Chair of Management Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4365
Recovery premium funding allocation this academic year	£4500
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£8865



Part A: Pupil Premium Strategy Plan

Statement of intent

At Perryfields Primary PRU Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. In addition to this, Children Looked After (CLA), Previous Children Looked After (PCLA) and those of services families also receive government subsidies that are included within this strategy.

We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. Given the profile of the pupils demonstrated in the information below we commit some of the funding to supporting pupils at risk of or diagnosed with social, emotional and mental health issues so they flourish in our community and achieve their potential.

We have a duty to ensure best value for money and our strategy is reflective of this. Our strategy plan works towards achieving these aims via the following methods.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have identified these for our permanently excluded pupils, but historically the profile is similar for the children who attend our 6-week PIP course. Our analysis of vulnerability profile indicates that 100% of Pupil Premium children have at least one vulnerability/challenge from the list below. Commentary may include reference to the Recovery Curriculum as we continue to receive funding to support pupils in closing the gaps in learning.

Challenge number	Detail of challenge: Data is from 2021-2022 unless otherwise specified
1	Diagnosed SEND (Level 2 or above) – 100% Overall SEND – 100% of Pupil Premium children are also SEND All of our Pupil Premium children also have special educational needs that leave them even more vulnerable to underachievement in relation to their peers. In addition to this, there are Non-Disadvantaged SEND pupils who due to the Covid pandemic and remote learning period may not have had specific interventions that they require to meet their needs.

<p>2</p>	<p>Adverse Childhood Experiences – Social, emotional and mental health</p> <p>Currently, 100% of our PP children have had an adverse childhood experience and historically due to the vulnerability of our cohorts this has nearly always been the case.</p> <p>A significant number of our pupils (Pupil Premium and Non-Disadvantaged) became more vulnerable to developing mental health disorder during the pandemic and subsequent cost of living issues as risk factors increased (eg family mental health, financial issues, lack of connection with peers, being active, learning new things etc).</p> <p>Every child at Perryfields is individually considered and assessed where necessary regarding mental health. The challenge for the school is in providing a whole school approach to SEMH and intervention programmes for those that indicate signs of potential mental health disorder but who do not yet meet the threshold for diagnosis or specialist health support. The PSHE and SEMH provision continues to target support for these pupils, as well as CPD informing teachers regarding strategies to implement.</p>
<p>3</p>	<p>Safeguarding concern</p> <p>Currently, 89% of PP have a safeguarding concern, although this figure has been at an average of 75% over recent years.</p> <p>Our previous strategy and ongoing analysis indicates a large percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. This % is even more significant when compared with non-disadvantaged pupils. In comparison with mainstream schools and the number of pupils Perryfields has additional Deputy DSLs and training costs to ensure high quality support for these pupils.</p>
<p>4</p>	<p>Specific Needs regarding, Speech, Language, Phonics and Reading</p> <p>Baseline data and ongoing assessment of and for learning indicates that the overwhelming majority of our disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. These are evident from Reception through KS2 as many of our pupils have speech and language problems.</p> <p>The knock on effect of this is that pupils have lower starting points with their phonics acquisition and reading ability. Upon entry many of our disadvantaged pupils have a reading age that is</p>

	<p>lower than the expected level for their age, so reading and phonics is a top priority within the curriculum.</p>
5	<p>Achievement across the curriculum</p> <p>Historically, at a national level disadvantaged pupils do not achieve in line with their peers in core subjects such as English and Maths and also across the wider curriculum.</p> <p>By providing them with targeted support and enrichment activities that enables them to boost their self-esteem by discovering interests and talents, we aim to close the gap.</p> <p>Our achievement data picture is that our Pupil Premium children attain and make progress broadly in line but sometimes above when compared with non-disadvantaged but this continues to be a priority.</p>
6	<p>Mobility</p> <p>We have a very transient and mobile cohort with pupils attending from all across South Worcestershire. Perryfields Intervention Programme (PIP) children attend Perryfields every morning for six weeks and return to their mainstream provision in the afternoon. The mainstream school receives all of the Pupil and Recovery Premiums. A clear understanding of prior learning & behavioural needs to be understood on entry to ensure pupils keep up and don't fall behind during the programme. Currently 42% of our PIP pupils are PP.</p> <p>Our longer term pupils are those that have been permanently excluded or are placed with us on a Section 19 order from the local authority. These pupils have significant needs that mean they are unable to cope in mainstream education and we have them until special school provision is found. Currently 58% of our longer stay pupils are PP.</p>
7	<p>Attendance and punctuality</p> <p>Due to a commitment of working with families and implementing the process of challenging persistent absence the school has exceptional attendance outcomes with the figures well above other PRUS and broadly in line with national mainstream.</p> <p>However, given the importance of attendance for our PP children (as they are the lowest attending group at 86.6% in 2022-23) we continue to view it as a challenge as the approach to promoting attendance and punctuality requires day to day embedding of culture.</p>

	In addition to this, pupils joining us on Section 19 usually integrate on a part time table so much of our time is spent supporting them with attitudes to school and facilitating attendance.
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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. There are some outcomes that refer directly to targets in relation to our Pupil Premium children. Other intended outcomes should be read as for all pupils, especially those identified as needing specific recovery intervention such as SEMH support.

Intended outcome	Success criteria
The progress of all groups including the Pupil Premium children is high across all subjects from the core to the wider curriculum.	<p>We aim for our pupils to access the national assessments (Phonics Test, KS1 SATS, Multiplication Tables Test, KS2 SATS). Our key success criteria includes:</p> <ul style="list-style-type: none"> • Data indicates better than average progress for Pupil Premium children from prior attainment in English and Maths in comparison with their peers in school and nationally. • Pupil Premium children perform at least in line with the non-disadvantaged pupils in school and nationally – whether that be an attainment or progress measure. • Internal data gathered from our assessment system and via monitoring indicates pupils are making progress and achieving well in comparison with their peers across the curriculum. The challenging target is 6 points (4 points being in line progress) for each subject. • Internal and external data indicates that pupils have

	successfully closed gaps in learning.
<p>To provide a speech and language intervention programme with a specialist teacher that will meet pupil's personal needs and enables them to develop age appropriate oracy skills.</p> <p>To invest in the RWI phonics programme and Reading Bugs to provide all pupils with resources that enable them to read at their level, both inside and outside of school.</p> <p>To utilise high quality CPD opportunities to ensure teachers have strong subject knowledge and are able to deliver an outstanding quality of education within this aspect of the curriculum and thus raise pupil achievement in phonics and reading.</p>	<p>Pupils meet speech and language targets and develop age appropriate oracy skills by accelerating progress in this area.</p> <p>Pupils who take the phonics screening test demonstrate accelerated progress from baseline attainment and/or pass the test.</p> <p>Pupils across the school demonstrate raised achievement in their phonics acquisition.</p> <p>Pupils demonstrate accelerated progress within their reading and internal data, KS1 and KS2 results indicate this.</p> <p>When taking into account prior attainment all pupils will reach their expected level or better.</p> <p>Home and school reading logs and the Reading Challenge data indicate pupils are reading more often at home for pleasure.</p>
<p>To develop the knowledge of pupils' individual social and emotional needs (SEMH) which affect their learning and improve their readiness to learn. This includes promoting self-confidence strategies and also raising awareness of potential self-care strategies around SEMH.</p>	<p>Pupil voice questionnaires indicates that they feel supported by their peers and adults in maintaining a positive mental health.</p> <p>Behaviour logs, PSPs, IEPs and individual data indicates an improvement in the pupil's behaviour and/or that they are applying protective factors to access learning.</p> <p>Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring.</p>
<p>Providing an extensive range of enrichment opportunities within the wider curriculum so that pupils discover talents and interests and foster lifelong learning and habits.</p>	<p>Monitoring data demonstrates that Pupil Premium pupils are engaging in enrichment activities to discover interests and talents. Risk assessments are applied so that all pupils have access to educational visits and enrichment opportunities that are funded entirely by school.</p>



<p>To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children. This includes a focus on Section 19 pupils, taking account of their individual circumstances.</p>	<p>Pupil Premium attendance is above that for pupils in AP schools nationally with a target to at least fall into line with other groups being the main focus for 2023-24.</p> <p>Pupil Premium attendance falls at least in line with non-disadvantaged pupils within Perryfields.</p> <p>There are no Pupil Premium children who are defined as persistent absentees.</p> <p>Over time, PIP, PX and Section 19 pupils demonstrate improved attendance from their baseline mainstream school attendance figures.</p>
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Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. We base our chosen strategies and activities on hard data as well as subjective information from pupils, parents, staff, governors and external support specialists. As part of this process we are aware of best value for money in relation to cost and the suggestion of impact from research.

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: £ 7400

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will purchase additional Phonics Scheme Resources to provide specific	The EEF Toolkit explains: Phonics has a positive impact overall (+5 months) with very	1, 4 and 5

<p>support for individuals and encourage reading for pleasure at home.</p> <p>Additional RWI training for the key staff throughout the school will be accessed externally. Three staff have been identified at accost of £960. Also, staff meeting INSET will include the dissemination of best practice in phonics teaching.</p> <p>The English subject leader will be given release time to monitor the teaching of phonics and analyse pupil outcomes/achievement. Feedback sessions will be provided for all staff to ensure that phonics teaching remains outstanding.</p> <p>We will purchase and train staff in using the sequenced E-Bugs and Rapid Reading schemes, which ensure pupils have access to high quality reading comprehension. E-Bugs will supplement individual and home reading and has suggestions around the types of questions to aid comprehension.</p>	<p>extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics will be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics will be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Every child takes a phonics baseline assessment upon entry so we can determine and action their personal needs.</p> <p>Phonics improves the accuracy of the child’s reading but not necessarily their comprehension, so we have invested in additional resources, namely Rapid Reading and E-Bug to provide a sequenced and systematic approach to reading comprehension skills.</p>	
<p>Investment in the PSHE Curriculum to ensure appropriate coverage, sequencing and progression and that the teaching, learning and assessment of PSHE is leading Jigsaw Scheme to focus on recovery curriculum issues of:</p> <ul style="list-style-type: none"> • Mental Health • Sex and Relationships • Digital Safety 	<p>The EEF Toolkit and guidance reports indicate the main benefits of an ambitious, sequenced and progressive PSHE curriculum:</p> <ul style="list-style-type: none"> • Improved social and emotional skills • improved academic performance 	<p>1,2 and 3</p>

	<ul style="list-style-type: none"> • improved attitudes, behaviour and relationships with peers • reduced emotional distress (student depression, anxiety, stress and social withdrawal) • reduced levels of bullying • reduced conduct problems • improved school connection. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THRIVE 1:1 intervention programme for all PX and S19 pupils. Led by a qualified Teaching Assistant – 10 hours per week.</p> <p>Sessions are focussed on addressing any trauma whilst identifying self-regulation and meta cognition techniques.</p> <p>Where possible the activities may link to the curriculum and/or forest school learning.</p> <p>The practitioner regularly engages in new THRIVE courses that are linked to the needs of the pupils.</p> <p>There is additional investment in the Motional programme which enables whole school tracking of progress regarding behaviours and a facility for all staff to find next steps for pupils straight away.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p> <p>Professional development can be used to develop a mental</p>	<p>1, 2 and 5</p>

	model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	
<p>Speech and Language Intervention Programme with newly trained Speech and language Teaching Assistant. We are moving away from the therapist model for lower need pupils and training one of our own staff, with a service level agreement with a speech and language therapist who will assume responsibility for the higher need pupils. Weekly sessions for identified PP children who are PX or S19.</p> <p>Weekly listening skills are delivered to all pupils by a specialist Teaching Assistant.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>The spoken language activities are matched to learners' current stage of development and targets on their EHCP or IEP, so that it extends their learning and connects with the curriculum.</p> <p>Some pupils may struggle specifically with spoken language. We have focussed on speaking and listening activities separately where needed to meet particular needs.</p>	1, 4 and 5

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD on the following specific aspects that have been identified via school evaluation:</p> <ul style="list-style-type: none"> • Social, Emotional and Behavioural Needs • Domestic Abuse • Autism • ADHD • Trauma Informed • Self-Care Strategies 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	2, 3, 4, 5 and 6

<ul style="list-style-type: none"> • Pathological Demand Avoidance • Online Safety 		
<p>Embedding principles of good practice set out in the DfE’s Working Together to Improve Attendance advice.</p> <p>The main strategies chosen are:</p> <ul style="list-style-type: none"> • Have a clear school attendance policy on the school website which all staff, pupils and parents understand. • Continue to embed a whole school culture that promotes the benefits of good attendance. • Accurately complete admission and attendance registers. • Have robust daily processes to follow up absence. • Have a dedicated senior leader with overall responsibility for championing and improving attendance. • Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. • Where out of school barriers are identified, signpost and support access to any required services in the first instance. • Proactively use data to identify cohorts and specific individuals with, or at risk of, low attendance. • Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. • Where support is not working, being engaged with or 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Attendance is a big part of this.</p>	<p>3 and 6</p>

<p>appropriate, work with the local authority on legal intervention.</p> <ul style="list-style-type: none">• Where there are safeguarding concerns, intensify support through statutory children's social care.• Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.• Ensure join up with pastoral support and where required, put in place additional support and adjustments.• Inform the pupil's social worker if there are any unexplained absences.		
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Total budgeted cost: £ 23550



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As part of the review process we assessed impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis.

Ongoing Review of impact takes place termly using a variety of monitoring activities such as:

- Pupil Progress Meetings
- Book Scrutiny
- Data Analysis
- Learning Walks
- SEND Assessment
- Lesson Observations
- Pupil Voice
- Governor Visits

Behaviour Checklist

The table below shows the reduction in scores from baseline assessment during 2022-2023. The checklist is completed upon entry to Perryfields and then at the end of their placement/time at the school. There are 123 assessment criteria.

Sub-group	Average points reduction
Whole school	32
Class 4	44
Class 3	35
Class 2	32
Class 1	21
Boys	32
Girls	34

PX	33
S19	41
PIPs	35
EHCP	30
Non-EHCP	34
Pupil Premium	36

There is a significant reduction in all groups and Pupil Premium data shows that these children improve their behaviours by on average four points more than non-disadvantaged children. This is an improvement from 2021-2022 where the figures were broadly in line. The data indicates that the longer the pupil stays at Perryfields the greater the improvement in behaviour and reduction of negative incidents and traits.

Attendance

Group	Attendance % @ Perryfields	Attendance % @ Mainstream	Difference +/- %
Whole School (55 Pupils)	93.2	83.6	+9.6
PIPS (38 Pupils)	92.7	84.7	+8.0
PX (10 Pupils)	94.3	78.7	+15.6
Section 19 (7 Pupils)	94.0	85.2	+8.8
Pupil Premium (26 Pupils)	86.6	82.4	+4.2
EHCP (18 Pupils)	93.6	84.9	+8.7
Welfare Concern (18 Pupils)	92.6	78.2	+14.4
Boys (49 Pupils)	90.0	78.2	+11.8

Girls (6 Pupils)	92.0	89.0	+3.0
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The attendance for Pupil Premium children rises from their mainstream figures when they enter Perryfields. The figures are less than that of Non-Disadvantaged, but not significantly so. There were three PP pupils who were persistent absentees due to welfare concerns, part time timetables and cultural (GRT) holidays. They had significantly high SEND needs that also required them to attend many medical appointments. They affected the figure negatively and considerably. However, it continues to be a challenge area for us, hence its inclusion within the strategy.

Achievement

Core Subjects:

The expected progress for an academic year is 3 points, with 6 indicating two years progress within the twelve month period. These pupils are the longer stay children as 6 week PIPs do not give a fair reflection.

	Average Points Progress – All Pupils	Average Points Progress – Pupil Premium
Mathematics	5.7	6
Writing	5.5	5.5
Reading	5.7	6.3
Science	5.9	6
PHSE	5.3	5.5

The average points progress for Pupil Premium children is above that of Non-Disadvantaged in Reading and Maths and sits in line within writing, science and PSHE. Reading was the key area of focus for 2022-2023 so the improvement demonstrates exceptional impact. As outlined in the strategy phonics acquisition is the main issue as pupils enter Perryfields way below the expected levels in comparison with their peers. This is true for all pupils but baseline data indicates even more so for Pupil Premium.

Two Pupil Premium children took the **KS2 SATS**. For one of the pupils his data needs to be assessed with the back story that he joined Perryfields at Spring Half term 2023 having been

permanently excluded from his mainstream school. Therefore, we conclude that it is not appropriate to compare his results in terms of his peers nationally. The other pupil was longer term and was with us for the majority of KS2. He achieved the Expected Standard in all subjects. Their respective attainment can be viewed below:

LONGER TERM PUPIL	Scaled Score	Outcome
Grammar, Punctuation and spelling	108	Achieved Expected Standard
Reading	115	Achieved Expected Standard
Maths	100	Achieved Expected Standard

SHORT TERM PUPIL	Scaled Score	Outcome
Grammar, Punctuation and spelling	94	Working Towards
Reading	86	NS
Maths	95	Working Towards

KS1 - National Curriculum Tests

1 Pupil Premium child was assessed against the End of Key Stage 1 Assessment Criteria this year. He had been at perryfileds since halfway through Year 1 and was way below the Expected Standard upon entry. He made excellent progress, particularly through Year 2 and achieved the following:

Maths	Expected
Spag	Working towards
Writing	Working towards
Reading	Working towards
Science	Expected

Additionally, he took his Phonics Test and just missed the Expected threshold by three marks, scoring 29/40. His baseline assessment regarding knowledge of sounds was 39%, whereas at the end of the year it had risen to 88%. He remains at Perryfields and as part of our strategy is continuing with daily phonics sessions as well as 1:1 reading with a teacher or teaching assistant.

Pupil Voice

The pupil questionnaire that is completed by all PP pupils indicates an extremely positive picture. The table below shows the overall responses and the comments are relevant to aspects of the Pupil Premium Strategy and how we have allocated the funding.

	Strongly Agree	Agree	Disagree	Don't know
I have been happy at Perryfields.	13	3	0	0
I am better at English.	10	3	1	1
I am better at Mathematics.	13	2	0	1
The school helped me to have my own targets.	10	4	0	2
The zone board helped me to behave.	10	2	1	4
I am better at controlling my behaviour.	8	5	1	2
I think I will find it easier to behave at school.	8	5	1	1
There is an adult at Perryfields I can talk to and trust.	12	3	0	1
Teachers expect me to work hard and do my best.	11	5	0	0
This is a good school to be at.	13	3	0	0
I took part in a lunchtime activity.	13	3	1	0
I enjoyed the activity.	14	1	1	0
TOTAL	(70%)	(21%)	(3%)	(6%)

Across the whole questionnaire **91%** indicated 'agree' or 'strongly agree' which is 10% greater than the 2021-2022 figure of 81%.

In answer to the question of 'What do you like most about Perryfields?' some key answers are below:

- 'Football with Danny and at playtimes.'
- 'I loved my teachers and the classroom.'
- 'The outside area.'
- 'The therapy dogs.'
- 'Making new friends with the other children.'
- 'Going to the farm.'
- 'Pear Game Assembly.'
- 'My teachers gave me the confidence to 'have a go.'
- 'Visits such as the farm, Weston, Safari Park, cricket, Llanrug and Raglan Castle.'
- 'Doing cooking.'
- 'The school helped me with my anger problems.'

- 'Thrive lessons.'
- 'Kind and helpful adults.'
- 'Swimming.'
- 'Getting better at everything.'
- 'The adults understand me.'
- 'Perryfields teachers have been kind to me. This is the first time people have been kind to me.'

Examples of some of the enrichment visits and visitors can be viewed on our website by reading the newsletters but some of the main ones were:

- Llanrug residential - Arete outdoor and Adventurous Pursuits Centre
- West Midlands Safari Park
- Acton Mill Care Farm – weekly visits across the school
- Redgate Sports – weekly specialist sports coaching
- Jackman Professional – weekly specialist sports coaching
- RAF Cosford
- The History Man – multiple visits for a hands on history experience
- Weston Super-Mare beach
- Sealife Centre
- Smart Trees
- Swan Theatre
- Lower Smite Farm
- St John's Church
- Worcester Museum and Art Gallery
- The Hive Library
- Animal Mania
- Worcester Cathedral
- Raglan castle
- Corinium Roman Museum
- Artist in Residence
- Worcester University
- Worcester County Council Chambers
- Bell Boating

Further Information:

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

- embedding more effective practice around assessment of and for learning. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. School monitoring, feedback and CPD will be used to implement this effectively.

- Offering a wide range of high-quality enrichment visits funded for all pupils to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on the curriculum area and chosen with pupil engagement in mind. Our Learning Outside the Classroom policy and procedures outline the numerous benefits of this approach for our pupils. The school funds all pupils for enrichment visits to ensure equality and that they all have rich opportunities and experiences.

Externally provided programmes

Programme	Provider
<p>THRIVE Equips staff to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning.</p> <p>Thrive training, online assessments, and expert strategies for working with pupils will enable us to improve attendance, behaviour and learning outcomes, and align with Public Health England’s eight principles for a whole school and college approach.</p>	<p>The THRIVE Approach</p>
<p>Jigsaw A whole-school approach programme with weekly lesson plans that ensure age appropriate coverage, sequencing and progression within the PSHE National Curriculum.</p> <p>Jigsaw provides all teaching resources, helping teachers confidently teach the PSHE curriculum.</p>	<p>Jigsaw</p>