



Harlaxton CE Primary School Pupil Premium Strategy Statement 2021-24



TOGETHER



WE CAN!



Harlaxton CE Primary School
Pupil Premium Strategy Statement 2021-24



This statement details our school's use of the funding for Pupil Premium and Recovery Premium to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. [Edited with 22-23 data / analysis.](#)

School overview

Detail	Data
School name	Harlaxton CE Primary School
Number of pupils in school	21-22 200 22-23 202
Proportion (%) of pupil premium eligible pupils	DPP 13% 16% SCP 4% 5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021 Updated Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sheriden Edwards Executive Headteacher
Pupil premium lead	Rachel Harper SENDCo
Governor / Trustee lead	Matthew Game Lead Governor for Vulnerable Children

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£58,865
Recovery premium funding allocation this financial year	£5,183
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,900
Total budget for this financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,948



Part A: Pupil premium strategy plan

Statement of intent

Harlaxton CE School ensures that teaching and learning opportunities meet the needs of all the pupils within the school community irrespective of their background. We strive to promote growth for all pupils supporting them to become well-rounded, positive leaders by using our values to promote well nurtured individuals. Expressing our Christian Vision, “Together we can” to all pupils, staff and the wider community helps lead us to *Learn, Encourage, Aspire, Respect and Nurture*.

We aim to give all children a broad and balanced creative curriculum and opportunities to succeed in line with their peers. We offer quality texts and literature to be shared both at school and at home. Authentic outcomes are used to enhance learning for a range of opportunities, using Project Based Learning to support delivery of the high-quality teaching. We use visiting speakers in school to engage and capture thoughts as well as invaluable school visits and trips each term to extend and further life experiences, skills and knowledge. Quality First teaching and learning will be at the heart of our approach, giving children good quality learning opportunities. Using Rosenshine’s Principles we demonstrate the Sequencing Concepts Modelling of small steps, provide models and scaffolds to support success to achieve; including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and ensure that appropriate provision is made for pupils who belong to deprived groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and monitored to enable accelerated learning. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and will ensure their learning is challenged and supported. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

It is important that our vulnerable pupils are supported during the COVID 19 pandemic as their progress will be adversely affected by the partial-school closures. The DfE findings from the Autumn term document states “Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers”. Many more families across the federation, now access Pupil Premium where they didn’t before due to the impact upon them of the pandemic. The challenges faced by our vulnerable pupils include gaps in their academic learning, low attendance, mental health and wellbeing lows and maintaining the expectations of standards within the school setting, including the presentation of work. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, internal school data, professional conversations with teachers, the SEND Team and liaising with children and families.



Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with the EYFS team indicate children had limited language skills and expressive vocabulary skills upon entry to school.
2	Poor engagement in reading for pleasure, which is more prevalent among our disadvantaged pupils than their peers.
3	Attainment in children in early reading and Phonics in EYFS and KS1.
4	Assessments, observations and professional discussions show a dip in attainment in Reading and Maths and Writing being lower.
5	Teacher and parental referrals for support with behaviour challenges for children with social and emotional needs at home and school.
6	Discussions with children, parents and staff have identified an increased need for social and emotional wellbeing as social interaction for some pupils. Including strategies to manage feelings and emotions to develop confidence and self-worth.
7	Opportunities to enhance extra-curricular activities and facilities.
8	The past year has seen an increase in support for families to meet the challenging needs at home as well as support 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
Higher percentage of vulnerable pupils meeting their personal targets and full educational potential	The gap between pupils eligible for pupil premium and their peers is diminished or closed. The attainment is closer to other pupils in their school and nationally. Writing, Reading and Maths outcomes show an increase in percent of pupils meeting expected standard or above. The needs of SEND pupils who are also eligible for pupil premium are met.
Improved oral language skills and communication ability for vulnerable pupils in Reception (and Year 1)	Success from using NELI intervention and children to communicate and comprehend at age-appropriate expectations. Vulnerable Pupils to pass the Phonics Screening in Year 1. Pupils are more articulate and involved in discussions in lessons including PSHE.
Increase in attendance of vulnerable pupils and reduced number of persistent absences.	All vulnerable pupils will attend school, with an attendance percentage in line with whole school average. Increase in family support through Early Help and TAC as well as involvement of professionals to support families, their challenges and needs.
Improved mental health and wellbeing within the school for all pupils including those vulnerable pupils including service children.	Access to high quality pastoral support. Offer a range of supports throughout the school day but also opportunities to talk at break times through more frequent access to 'The Den'. Reduced waiting for children to access pastoral support. Proactive guidance to pupils to learn and develop resilience, coping strategies and develop self-esteem along as a suggestion. Adaptations within PSHE and class to support those in need / areas of need.
Children are exposed to a variety of activities, experiences and learning opportunities that pupils in receipt of Pupil Premium otherwise wouldn't be able to access.	Access to high quality, broad and balanced curriculum with a variety of experiences to learn with opportunities to enhance the intended project through trips and encounters.



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)

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
<p>Increase attainment for early reading and phonics</p> <p>*Further enhance the phonics using the DfE validated phonics scheme, Read Write Inc.</p> <p>*Regular updates and CPD training for all staff in EYFS and KS1 to ensure fidelity of phonics is used consistently.</p>	<p>The EEF recognises phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>Phonics led by the class teacher, ensuring Quality First Teaching is provided at a high standard, with a consistent approach across staff and support for intervention and booster for children in need of additional support. English team to collaborate and provide training and structure for synthetic phonics scheme.</i></p> <p>Evaluation: Is Phonics closely in line with national data? Has the gap narrowed for vulnerable pupils?</p>	1, 2, 3, 4
<p>Promote reading at home</p> <p>*Purchase appropriate materials for reading and using the library system.</p> <p>*Classrooms to develop their reading areas.</p> <p>*Children to take a book for pleasure home (library book) each week.</p> <p>*Hold a phonics workshop for parents to develop an understanding</p> <p>* High Frequency word books to build on sight vocabulary in EYFS and KS1.</p>	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes. It also shows an impact of 2-3 months attainment progress.</p> <p><i>Teachers to follow Rosenshine's Principles in Action 'modelling and guiding' with reading following the EEF reading aloud approach to 'immerse' the children within the literature or story. Daily story shared and children using resources freely. English leads to support with supplementing library and guidance for staff through in house CPD. Create whole school reading incentive to encourage reading engagement at home.</i></p> <p>Evaluation: Pupil Voice. Parent Questionnaire, Reading assessment outcomes end of term and end of KS1 and KS2. Data analysis of 45/100 words.</p>	1, 2, 3, 4, 6

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<p>Develop attainment in Science</p> <p>*CPD Training for all staff</p> <p>*Widen experiences and opportunities – Subject Leader to support staff</p>	<p>EEF identify that the attainment gap grows significantly between Key Stage 1 and Key Stage 2 in Science. Not only is it important to give our children a rich and balanced curriculum, we also aim to provide practical and hands on learning in Science.</p> <p><i>By developing the skills of working scientifically, we can develop our curriculum to enhance challenge, critique and inquiry.</i></p> <p>Evaluation: Analysis of Science data. Subject Leader monitoring and review of resources being implemented consistently across the school.</p>	<p>4, 7</p>
<p>Develop delivery of Writing in all year groups</p> <p>*Subject leader to support with training, monitoring and guidance for teachers and teaching staff to develop an enhance writing and writing provision</p>	<p>Research and internal data suggests using Talk for Writing and strategies from Jane Considine enables learners to have a clear and structured process to learn English skills and how to write effectively.</p> <p><i>Based on our experience so far, these strategies have made significant improvements therefore going forward we hope to continue to improve writing attainment this way. CPD using modelled writing strategies.</i></p> <p>In addition, the development of early writing strategies through the development of continuous provision to promote writing.</p> <p>Evaluation: Subject Leader: book scrutiny, moderation, training, Analysis of data – has attainment increased and closer to national standards? Outcomes of ELG?</p>	<p>1, 3, 4</p>
<p>Monitor and enhance the curriculum</p> <p>*Cover provided to release teachers to liaise with colleagues to provide a rich and progressive curriculum</p> <p>*Cover for middle leaders to monitor their curriculum subjects and to attend CPD to further enhance the curriculum</p>	<p>EEF Guide to support school planning recognises great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils. Effective feedback in all subjects enables pupils to learn and progress at a low cost as identified within the EEF.</p> <p><i>Middle leaders/Subject Leaders have a secure subject knowledge through their Curriculum Statement and Progression map.</i></p> <p>Evaluation: Subject Leader feedback. Pupil Voice</p>	

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

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
<p>Increase in attainment for Maths</p> <ul style="list-style-type: none"> *Ensure quality lessons are delivered and scaffolds and support are used accordingly *Maths Lead to offer Peer-coaching, training and guidance following Mastery approach *Invest in suitable interventions to support gaps in learning *Regular maths fluency and times table practice to promote oracy and mental recall 	<p>EEF recognises Quality First Teaching maximises progress and attainment through supporting children to lay firm foundations for later learning. Mastery Maths is a strategy that has proven to raise attainment and deepen pupils' conceptual understanding</p> <p><i>As identified in our statement of intent, Quality First teaching is paramount to support attainment. After two disruptive years through the pandemic, quality education was provided, but the teaching was broken due to closures and isolation periods. We have seen that children have many gaps in learning and will put additional support in place to ensure children 'catch-up' rapidly to age related expectations. Internal data shows an attainment increase in the past two years.</i></p> <p>Evaluation: Lesson Observations, Planning Scrutiny, discussions with teachers, Pupil progress meetings, Maths lead training with ECT and Peer-Coaching</p>	<p>3, 4, 6</p>
<p>Develop academic attainment in Reading, Writing and Maths</p> <ul style="list-style-type: none"> *Quality first teaching in all subject areas *Provisions and teaching materials *Additional 1:1 reading opportunities *Structured small group interventions/boosters provision to support English and Maths *Teaching Assistants to use recommended interventions for accelerated progress *Use of scaffolds and adult support to enhance learning 	<p>Opportunities to enhance and widen whole class reading is recommended by the EEF.</p> <p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.</p> <p>Evaluation: Pupil voice indicates that children are reading for pleasure at home. Pupil progress evaluation of children taking part in NTP. Of all children taking part in NTP 20-21, internal data suggests progress was made towards their personal target with most achieving their targets.</p>	<p>2, 3, 4</p>

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<p>Develop early language skills and communication</p> <ul style="list-style-type: none"> *Purchase NELI materials and CPD training for all adults in EYFS and Learning Mentor. *Provide cover for staff to attend training *Delivery of good quality language programme NELI to those vulnerable learners *Positive role models available throughout the day including at lunchtimes *Offer extra-curricular activities at lunchtimes and after school to promote language and communication 	<p>EEF highlights the use of Nuffield Early Language Intervention to develop early language. It is designed to improve listening, narrative and vocabulary skills in small groups in daily sessions.</p> <p><i>We have analysed the needs of the EYFS cohort and will begin this intervention once training has been undertaken and initial assessments. Positive role models to encourage positive communication and language at all times in lessons, break and lunch to support communication.</i></p> <p>Evaluation: Data analysis - are vulnerable children working in line with their peers with their communication, language and Literacy skills? % of vulnerable pupils attending lunch-time and after school clubs.</p>	<p>1, 5, 6</p>
<p>Develop early phonics and reading</p> <ul style="list-style-type: none"> *Teaching Assistant to complete EEF recommended interventions to reduce the barriers to learn. *Each class to have TA support to complete interventions *Teaching staff to listen to vulnerable pupils read frequently in school 	<p>Deployment of Teaching Assistant for interventions can have a positive impact upon children's development. Phonic based approaches have a strong evidence base indicating a positive impact upon pupils. EEF recognises the importance of systematic synthetic phonics programmes as a support to early phonics and reading strategy.</p> <p><i>Interventions such as Dancing Bears, Nessy, Precision Teaching and Colourful Semantics will be used to support in this way.</i></p>	<p>2, 3, 4</p>
<p>Promote reading for pleasure</p> <ul style="list-style-type: none"> *Purchase appropriate materials for reading in school and at home. *Classrooms to develop reading area. *Teachers to model and encourage reading. *Children to take a book for pleasure home (library book) each week. 	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.</p> <p><i>Providing resources and appropriate literature will engage and promote further reading. Encouraging children to take a 'library book' home will encourage bedtime reading and widening children's experience to vocabulary and language.</i></p> <p>Evaluation: Parent voice Questionnaire</p>	<p>1, 2, 3, 4, 6</p>
<p>Continue to offer a wide range of ELSA (Emotional Literacy) and Pastoral support</p>	<p>Improving Social and Emotional Learning in Primary Schools emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills.</p>	<p>6</p>

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<p>*Offer weekly ELSA and pastoral provision for vulnerable children and those in need</p> <p>*Training and resources to support delivery</p> <p>*TA allocation to complete the range of support</p>	<p><i>To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment. Parents and teachers are requesting support as an increase in mental-health challenges as a result of the pandemic.</i></p> <p>Evaluation: Pupil Voice, Discussion with Tas. Review % of children accessing</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence & <i>Strategies</i> that supports this approach	Challenge number(s) addressed
<p>Understand who are Vulnerable groups are</p> <ul style="list-style-type: none"> *Staff meetings to discuss our learners, their needs, and attainment *Class lists of vulnerable children – whether in receipt of Pupil Premium funding or not *Regular reviews of Pupil Premium attainment and support *SEND team to monitor and review progress of vulnerable learners 	<p>DfE research has found that vulnerable pupils have been worst affected by the impact of the pandemic due to loss of face-to-face learning but also as a result of the restrictions of teaching and learning in place.</p> <p><i>Therefore, regular monitoring of their attainment and the support will ensure progress is made.</i></p> <p>Evaluation: Pupil progress and in-house data analysis. Pupil Progress data analysis,</p>	<p>3, 4</p>
<p>Promote reading</p> <ul style="list-style-type: none"> *Purchase appropriate materials for reading. *Classrooms to develop reading area. *Teachers to model and encourage reading. *Children to take a book for pleasure home (library book) each week. 	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.</p> <p><i>SEND Team and English Leader to review literature and invest in new materials that excite children in reading.</i></p> <p>Evaluation: Pupil voice indicates that children are reading for pleasure at home. English Leader to review Classroom libraries – are they inviting?</p>	<p>1, 2, 3, 4, 6</p>
<p>Promote attendance</p> <ul style="list-style-type: none"> *Learning Mentor to work half a day per week to support children and families in need. *ELSA support for those children who have persistent absences to support. 	<p>Having a clear Attendance policy and reading the DfE Improving School Attendance will support in working alongside families struggling with arriving to school on time and persistent absences.</p> <p><i>Trained Learning Mentor to liaise with families offering support through different pathways such as Early Help Assessments with an option to lead to TAC, to a Pastoral Support Plan can offer a wide range of support to children and families.</i></p> <p><i>Evaluation: Is attendance improving and persistent absence lessening?</i></p>	<p>6, 8, 9</p>

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<p>Offer a wide range of extra-curricular activities *Ensure a variety of extra-curricular activities are available for all children. *Continue to support with funding of additional activities including swimming, clubs, residential visits for vulnerable families.</p>	<p>Opportunities to be healthy both physically and mentally using Steven Covey's habit 'sharpen the saw' widens experiences to children's wellbeing. These activities allow children the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and even improve attainment — all while having fun!</p> <p>Encourage active learning and physical breaks throughout the day using Go Noodle etc.. to stimulate the body and mind. Invest in resources to enhance provision at playtimes and lunch times for children to relax, unwind but also play and interact with others.</p> <p><i>Providing trips and visits to enhance the curriculum providing fun and engaging experiences to deepen learning. Widening opportunities such as weekly swimming lessons and residential visits gives pupils experiences that they may not come by.</i></p> <p>Evaluation: Review of uptake in clubs including vulnerable pupils. Pupil Voice.</p>	7
<p>Extend ELSA (Emotional Literacy) and Pastoral support at lunchtimes *ELSA to support at lunch time as part of a club to allow children opportunities to talk freely and share concerns/worries. -Extend ELSA to drop-in sessions/adhoc support *Further training and resources to support delivery *Provisions to develop outdoor classroom and activities available</p>	<p>Improving Social and Emotional Learning in Primary Schools emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills.</p> <p>To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment during lunch times which are already challenging, unstructured times will support emotional wellbeing. As both school and parents are seeing an increase in wellbeing challenges that the children face and after two-years of changes and less interaction, children will find these times challenging. By having ELSA support, we can be proactive in preventing escalations and diffuse and de-escalate worries and concerns early.</p> <p>Evaluation: Pupil Voice. Review attendance and volume worries shared. Does this reduce ELSA wait list? Will this prevent outbursts throughout the week?</p>	

Total budgeted cost:



Service pupil premium funding

Measure	Details
<p>How did you spend your Service Pupil Premium allocation last academic year?</p>	<p><u>Academic Interventions</u></p> <p>Of the children are in receipt of SCP, 73% received academic support through teacher led boosters and specific interventions to support barriers to learning.</p> <p><u>ELSA</u></p> <p>Of these children, 63% have had pastoral support including 1:1 or group ELSA, Lego Therapy, Feelings Detectives over the past 18 months to support with a variety of needs from managing behaviours, interaction and friendship, to family bereavement.</p> <p><u>Playtimes</u></p> <p>Behaviour incidents are reduced and where incidents occur, children are using strategies to manage their feelings and resolve the situations.</p> <p>Additional resources and structures to play areas encourages children to play a variety of activities.</p> <p>Further enhancements to ELSA drop-ins to enhance provision from Pupil Voice. 'The Den' to be established from January 2023 – throughout all of lunch, children to have access the outdoor classroom along with trained staff to support wellbeing.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Academic attainment increased in all areas where boosters were involved (maths, reading and phonics), however, where SEND is apparent, smaller steps of progress were made. Teachers reported children were more confident in sharing their thoughts in the class as a result of the booster.</p> <p>Teachers observed better structured playtimes and children interacting with others more freely through practical and game-based tasks.</p>

Review of outcomes in the previous academic year

Pupil premium strategy outcomes 21-22

1. Observations and discussions with the EYFS team indicate children had limited language skills and expressive vocabulary skills upon entry to school.

Implementation with NELI was slow and due to staff changes not as consistent as hoped. Although, all children made progress. Those children with SEND, made less progress but participation and engagement were successful towards the end. 1:1 sessions were more beneficial than group sessions. Further WellComm assessments and the intervention Time to Talk will support in Year 1. NELI started much sooner in 22-23 and greater progress is being measured.

2. Poor engagement in reading for pleasure, which is more prevalent among our disadvantaged pupils than their peers.

Offering further reading support through investing in literature and additional sessions for reading (Priority Readers) in school resulted in improved reading for pleasure. All teachers offer frequent class reading which children said to enjoy the stories and variety of literature shared. An increase in Key Stage 2 children accessing the library increased, with lower KS2 taking sessions in the library to establishing Y6 librarians to support others. Where barriers to read, such as SEND, little data was measured, however willingness to read and take part in reading activities improved. Reading ages are tracked and where there is not SEND, all children made progress in reading.

3. Attainment in children in early reading and Phonics in EYFS and KS1 has been impacted by partial school closures during the Covid Pandemic for deprived pupils to a greater extent than for other pupils due to resources and engagement.

Phonics data in Year 1 and 2 was higher than the National average with 82.8% of Year 1 and 92.9% achieving a pass at the Phonics Screening Test. Those that failed to pass, have SEND and further investigations are under way to determine the barrier to learning.

4. Assessments, observations and professional discussions show a dip in attainment in Reading and Maths and Writing being significantly lower. Those children that were not engaged during partial school closures failed to meet the standard in some areas.

All children have access to Quality First teaching and those in need benefit from small group or 1:1 sessions to meet their learning needs or support their barriers to learning. Key

Stage 1 and Key Stage 2 data saw an increase in attainment, with all data in line or higher than National average. It highlighted writing and maths to be lower for Vulnerable learners, but these children have additional needs, of which support from professionals have been sourced and an Educational Health Care Plan requested.

5. Teacher and parental referrals for support with behaviour challenges has increased since returning to a full school opening. These children are in need of additional strategies and support with social and emotional needs both in school and at home.

A number referrals were undertaken to Health Professionals including Paediatricians, Specialist Teacher and Educational Psychologists for further support. Behaviour logs helped to recognise triggers and track patterns and have been rolled out further with many children. Maintaining a high level of adult supervision and guidance at unstructured times (break times and lunch times) prevented incidents and de-escalation strategies implemented. Exclusions were used as a last resort; however, the school realised it needed to put in further support and funded 1:1 whilst an EHC application was underway.

6. Discussions with children, parents and staff have identified an increased need for social and emotional wellbeing as social interaction for some pupils. Including strategies to manage feelings and emotions to develop confidence and self-worth.

High level of ELSA, Drawing and Talking, Lego Therapy and other pastoral support was used. Of children asked, they all liked the opportunity to be listened to, to share their concerns and learn strategies to manage their feelings. Some ELSA continued for a longer period due to the complex needs. Children have said they would like the change for a drop-in session, where someone is sitting in an afternoon so they can share their thoughts and worries. With this in mind, we have increased staffing at lunch and have created a wellbeing area, called The Den where a trained member of staff is available for the whole lunch period.

7. Discussions with children highlight their upset in lack of interactions and experiences with limited extra-curricular activities and opportunities through covid period.

Changing the structure of playtimes to KS1/KS2 resulted in less behavioural incidents, children were more active and engaged with the space available and many more resources were used on a daily basis. Children said they liked being able to eat with their friends if they were hot dinners and packed lunches (two hot meal sittings). Football was popular to play by most classes and small football zones were created for each class per session.

8. The past year has seen an increase in support for families to meet the challenging needs at home as well as support attendance. 43% of vulnerable families have regular meetings with the SEND Team including Learning Mentor for support through Early Help and TAC meetings

Last year we saw a higher number of EHA and TAC open for parents, in which 50% were for vulnerable families. Families received support from the Lead Mentor who sourced resources, agencies and workshops which enabled the families to deal with their issues.