



Harlaxton CE Primary School

Pupil Premium Strategy Statement 2021-22



This statement details our school's use of the funding for Pupil Premium and Recovery Premium for the 2021 to 2022 academic year 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.

School overview

Detail	Data
School name	Harlaxton CE Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	DPP 13% = 26 SCP 4% = 7
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
Date on which it will be reviewed	September 2022
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 academic year	£49,760
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,298
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,378

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

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)	At least 75% of vulnerable pupils including those eligible for pupil premium to achieve GLD. 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. Reduced waiting times. Proactive guidance to pupils to learn and develop resilience, coping strategies and develop self-esteem along as a suggestion.
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)

Budgeted cost: £5,800.10

Outcome / Activity	Evidence & <i>Strategy that supports this approach</i>	Challenge number(s) addressed
<p>Develop attainment for early reading and phonics</p> <ul style="list-style-type: none"> *Further enhance the phonics using the DfE validated phonics scheme, Read Write Inc. *Update CPD training for all staff in EYFS and KS1 to ensure fidelity of phonics is used consistently. *Purchase reading materials to supplement the Phonics scheme taught. *Time for teaching staff to prepare resources following updated training and review. 	<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>This academic year, training and refresher training for all staff working in EYFS and KS1 to enhance the provision of reading and phonics following the RWI programme. This will enable Quality First Teaching is provided at a high standard, consistent across staff and support for intervention and booster for children in need of additional support.</i></p> <p><i>Resources to be reviewed and to be updated and sourced for use in school and to be shared with home as necessary.</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> <ul style="list-style-type: none"> *Purchase appropriate materials for reading and reorganise library system. *Classrooms to develop their reading areas. *<i>English leads to support with supplementing library and guidance through in house CPD.</i> *Children to take a book for pleasure home (library book) each week. *Hold a phonics workshop for parents to develop an understanding 	<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.</i></p> <p>Evaluation: Pupil Voice. Parent Questionnaire, Reading assessment outcomes end of term and end of KS</p>	1, 2, 3, 4, 6

<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.</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)

Budgeted cost: £49,972

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
<p>Increase in attainment for English and Maths</p> <ul style="list-style-type: none"> *Ensure quality lessons are delivered and scaffolds and support are used accordingly *Maths Hub Leader to offer Peer-coaching, training and guidance following Mastery approach *Employ staff to free up the class teacher for half a day to undertake 'catch-up' boosters for a range of vulnerable pupils including those in receipt of Pupil Premium. (One term) *Invest in suitable interventions such as Nessy, Dancing Bears and Dynamo Maths 	<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 hub lead training 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 tutoring 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>The National Tutor Programme (NTP) was set up as a result of the covid pandemic and the poor attainment and learning for disadvantaged pupils. The EEF identify intense boosters can supplement classroom teaching to support rapid progress in attainment. It has a proven record of being effective when targeting pupils specific needs.</p> <p><i>From previous teacher led boosters and using NTP, it is clear that intense support will have an impact upon children's academic development through small group sessions. one hour a week for one term for those vulnerable learners will be evaluated.</i></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>

<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, Nussy, 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> <ul style="list-style-type: none"> *Offer weekly ELSA and pastoral provision for vulnerable children and those in need *Training and resources to support delivery *TA allocation to complete the range of support 	<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><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>	<p>6</p>

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

Budgeted cost: £7,720.00

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>	3, 4
<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>	1, 2, 3, 4, 6
<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>	6, 8, 9

<p>Offer a wide range of extra-curricular activities</p> <p>*Ensure a variety of extra-curricular activities are available for all children.</p> <p>*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><i>We have listened to the pupils voice from 2020-21 and will offer clubs and activities at lunch time and after school to support their interests to develop skills and socially.</i></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</p> <p>*ELSA to support at lunch time as part of a club to allow children opportunities to talk freely and share concerns/worries.</p> <p>-Extend ELSA to drop-in sessions/adhoc support</p> <p>*Further training and resources to support delivery</p> <p>*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><i>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.</i></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: £63,492.10

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to Covid-19 there has been no external data published for the academic year 2019-20 or 2020-21. We have used the same assessment materials in each year group to support with validity. Our internal assessment data during 2020/21 suggests that attainment of disadvantaged pupils towards their personal targets was lower with their peers. Despite the additional support and interventions, the partial school closures had a significant impact upon learning and attainment due to lack of engagement. 34% of our Pupil Premium children have Special Educational Needs. Internal data also highlights writing and maths was lower for most year groups and most Pupil premium children significantly lower.

Attendance in 2020/21 was lower than in the preceding years many parents chose to keep their children at home during the partial-school closures and worries of illness. Teaching staff and the Senior Leadership Team liaised with parents to encourage engagement to access the high quality remote learning or to attend school. The pre-recorded videos gave children the familiarity and regular routines and strategies as would be used in school. Parents found these enabled far greater engagement along with accessing technology from school to support.

Pupils' behaviour dipped upon return after lockdown from minor repetitive incidents to poor learning behaviour choices. As a federation, we decided to follow a Restorative approach and realised we needed to increase our Positive Handling training to encourage staff to use de-escalation strategies when children suffered behavioural outbursts.

Our observations and discussion indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the Covid-19 related issues. This particularly impacted disadvantaged pupils. Wellbeing support was put in place during the partial-school closures for children and families through weekly telephone conversations and then face-to-face interventions once school resumed as normal. We have seen a significant increase in need for support and are liaising with families of how to support through Early Help, TAC and PSP. We increased the Pupil Premium funding to allocate additional targeted interventions for children in need to reduce waiting times.

Evaluation of 2020-21 outcomes following previous format

Intent	Data	Impact
<p>Improve attainment of reading fluency and comprehension skills</p>	<p>(of VP children) EYFS - 75% have GLD in reading (internal data) Year 2 - 34% passed the phonics screening test (external) Year 6 - 59% of children achieved the standard in reading</p>	<p>Another challenging year with lockdown and multiple classroom bubble closures due to self-isolation resulted in an unsettled year for many. Reading was paramount throughout all of this where the school sourced online materials to support children accessing books at home if they had limited resources. Teaching staff shared a pre-recorded daily story in which the children could access at a suitable time to them. Upon the return to school, many children said they enjoyed this, sharing a variety of texts as well as the novels where they were excited to listen the following day. Of those vulnerable children in school, this helped maintain those links with their teachers should their teacher not have been in school.</p>
<p>Develop and promote positive Social, Emotional and Mental Health and Wellbeing</p> <p>Provide pastoral support to meet high demand post Covid closures</p>	<p>54% of vulnerable pupils took part in pastoral support this year</p>	<p>We have increased our pastoral support by almost 40% this year and offering further intervention support. We have seen an increase in 1:1 support and also needs identified from parents. We are fortunate to have a wide team around us that has been able to manage the challenging needs of bereavement to increased anxieties. Drawing and Talking has been successful in the younger years whereas 1:1 ELSA has been beneficial in KS2, where children are able to use these strategies in the classroom too. Through lockdown, we continued the pastoral support to those children at home as well as taking on other children that were struggling. Some classes enjoyed whole class intervention using Fun Friends to support emotions and interaction skills.</p>
<p>Progress – Reading, Writing, Maths and Phonics</p>	<p>% of VP working at their personal targets in: Reading – 87% Writing – 81% Maths - 91%</p>	<p>As a school, we have seen a decline in writing standards this year as a result of lockdown and limited time in school. From internal data, grammar and content has improved however stamina has been a focus this Summer term preparing children to write longer pieces of text at a good standard. This will need to continue to be supported next year to ensure high levels and stamina in writing increases. Spelling is also shown weak, therefore a new spelling scheme has been purchased and daily spelling activities will be implemented to support children.</p>

		<p>Using White Rose recovery curriculum has supported in those misconceptions and gaps in learning which was taught precisely and coherently. For our VP, teachers have taken part in multiple booster sessions to support those gaps and further develop those misconceptions. Of those children taking part in boosters, they all made progress. As well as progress, the teachers were able to understand the children's needs clearer and have a better understanding to support their learning in class.</p> <p>New reading materials were purchased this year from early reading resources to support early fluency through decodable books to whole school materials to develop comprehension, focussing on inference and retrieval skills. Training for staff has supported in using these materials. Children are enjoying the new texts and a positive attitude has been seen of children wanting to read to adults in school.</p>
Accelerated attainment – Catch up and Boosters (esp maths)		<p>Many interventions and boosters have occurred to support those gaps in learning and support with the catch up of missed learning.</p> <p>Nessy has been a popular online-game based intervention, and was used by 85% of children that had access during lockdown. Of those that couldn't access, we ensured on return to school, we timetabled regular sessions.</p> <p>Teacher led boosters extended learning as well as supporting those missing gaps. A higher proportion of children working deeply within accessed boosters which enabled that higher level thinking and time to problem solve.</p>
Encourage physical activity and good physical wellbeing	75% of VP children in Reception, Year 1 and Year 2 attend extracurricular clubs	<p>This past term, we have offered extracurricular clubs for children in their bubbles. Outdoor crafts, woodland activities and forest school style tasks engaged children to join in and have fun. When asked, the children loved den building, pond dipping and making craft items. Similar activities were rolled out in Key Stage 2 with a higher engagement in sports based activities such as Netball.</p>
Priority 2 – provide support	<p>The SEND team and TAC Lead have supported many families in need due to the pandemic, through offering support with regular meetings, support in Early Help Assessments leading to TAC or CIN and liaise with a range of professionals. Families were well supported with regular contact, as all families received at least one call per week from the teaching</p>	

for children and families in need	staff within their child's class as well as the SEND team, TAC Lead and Pastoral team calling regular too. Support varied from family to family, with some having daily calls to run through the day, set expectations and offer reassurance in these challenging times to parents needing support in how to structure the day. Many children enjoyed having a conversation with the teacher, and those children receiving ELSA, had phone call sessions to discuss steps and strategies. Some parents found this too much, so we worked closely to make sure they were happy with what we offered. From a Parent Questionnaire sent out, 90% of parents were satisfied with the communication during the pandemic and partial school-closures with 30% wanting live lessons. Due to the computer system, we had, this was not possible although we have now upgraded the system should we need to implement 'live' sessions for the future. We did however see a significant increase in children attend school this lockdown than the last, either as key workers or as vulnerable pupils identified by staff and parents seeking support to ensure academic provision was in place. We also saw an increase in parents requesting technology to support with accessing computers. By taking on more children, we could ensure the learning would be maintained and were robust with our risk-assessment maintaining bubbles to reduce the spread of covid.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding

Measure	Details
<p>How did you spend your Service Pupil Premium allocation last academic year?</p>	<p>Of the children are in receipt of SCP, all were involved with either pastoral support, teacher boosters or interventions to support or challenge.</p> <p>Another strategy was for small group intervention to support communication and emotional regulation using a highly skilled ELSA to support their wellbeing. This was supported through lockdowns too, where the ELSA would contact parents and also children to continue the support happening in school. Those SCP children in need, had access to ELSA or another form of pastoral support including Drawing and Talking therapy.</p> <p>Resources were purchased to enhance play times where children said, 'they enjoyed having things to play with' and the teachers recognised how responsible they were of their equipment. This also enhanced the provision with children playing in their class 'bubbles'. Behavioural incidents and accidents were significantly reduced and relationships promoted.</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), where significant 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> <p>Children missed the extra-curricular activities but teaching staff and lunch supervisors offered good provisions to encourage social skills at break time. The SEND team organised and delivered training for all staff to develop 'Nurturing Playtimes' which aims to support social and emotional development through play.</p>