

# Abbey Hill Primary and Nursery School



## Pupil Premium Strategy Statement

**2021 - 2023**

## Pupil premium strategy statement

This statement details our school's use of pupil premium, and recovery premium for the 2021 to 2022 academic year, 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Abbey Hill Primary and Nursery School
Number of pupils in school	280 216 full time 64 part-time Nursery and Pre-school
Proportion (%) of pupil premium eligible pupils	70% Rec to Y6 149 pupils 69% Nursery
Academic years covered by our current pupil premium strategy plan	2021 to 2024 dependent on funding allocations
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Chambers Head teacher
Pupil premium lead	Vicki Hardy Acting Deputy Headteacher
Governor lead	Zoe Godfrey, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,540 + EYFS allocation = £185,713
Recovery premium funding allocation this academic year	£20,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£205,888</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **The school's context**

The school serves an area of social and economic disadvantage, and has a disproportionately high number of disadvantaged pupils (70%). The school's latest IDACI rank (2019) indicates the area is among the 10% most deprived neighbourhoods in the country, ranked 871 out of 32,844 neighbourhoods nationally. Significantly the local area also ranks 136th highest, again out of 32,844 neighbourhoods nationally, for education, skills and training for adults - meaning that although parents engage positively with the school and want the best for their children, many lack the literacy and numeracy skills to provide good support for their children's learning, and the knowledge to achieve the aspirations they have for them.

A significant number of children and families are supported by social services and other agencies. Their lived experience includes domestic abuse, worklessness and substance abuse. Police crime data shows that over the past year 59% of all recorded crime in the area is made up violence and sexual offences (33%) and anti-social behaviour (26%). A further 12% relates to criminal damage and arson.

In response to this context the school's approach to supporting children and families is based on the relational model and on Trauma and Attachment Theory, and employs a family support worker to work with the most vulnerable families. She builds strong bonds with parents - they listen to her advice, even when it is challenging, and respect and trust her. She is a key factor in establishing the link between behaviour expectations at school and at home, and in sign-posting parents to a wide range of services.

These contributing factors are key in informing how the school spends its pupil premium. Funding is used in a variety of ways, all of which contribute to the overarching ambition of improving progress and attainment for our most disadvantaged pupils, including those who are high attainers, to close the gap between them and their peers.

In allocating our pupil premium funding we will consider not only current research from the EEF, but also the particular challenges faced by our school community and the barriers these challenges create in relation to children's learning and their emotional and mental well-being. Our intention is that all children, irrespective of their background or barriers to learning, attain and progress well, and experience success and pride in their learning.

High-quality teaching is at the heart of our approach, and, because of our high numbers of disadvantaged pupils, we have adopted a whole school pedagogy that addresses the particular needs of disadvantaged learners, while also benefitting non-disadvantaged pupils, enabling everyone to learn more and remember more. We have also adopted an overstaffing model in EYFS and targeted KS1 and KS2 cohorts, and for identified subjects, particularly group reading practice, to address the effects of the pandemic, and we use additional adults for strategies such as pre and post teaching, extra modelling and explicit instruction to break down barriers to learning. We recognise the importance of early intervention and the need to support our youngest disadvantaged pupils, especially those whose early education has been most severely disrupted. This provision aims to improve the attainment and life chances of the most disadvantaged children through the early development of social, physical and communication & language skills. The pre-school is an integral part of the FSU and staff liaise closely on

assessment, provision & transition. In addition we use our pupil premium funding to support those children who are most vulnerable, such as those open to social care and other agencies and those who are young carers, whether disadvantaged or not.

We also recognise that not all children who are entitled to free school meals are socially disadvantaged, and that not all pupils who are socially disadvantaged will be registered for or entitled to free school meals.

Our approach to identifying where disadvantaged pupils require the most support is based on diagnostic assessments such as individual running records, phonics assessments and Sandwell maths assessments, rather than assumptions about the impact of disadvantage. We also use trauma and attachment theory, open talk time and our knowledge of children’s circumstances and lived experience to identify the need for social and emotional based interventions.

To ensure our strategies are effective we will:

- act as soon as possible when a need is identified
- prioritise what is offered to a pupil where there are many areas of need to be addressed
- adopt a whole school approach where all staff have high expectations and take responsibility for the attainment and progress of disadvantaged pupils.

Staffing and resources mean that not all pupils eligible for the pupil premium will receive help at the same time, particularly those requiring one to one specialist support. Funding will be allocated to support whole cohorts, small groups and individual children, and will be used flexibly and responsively throughout the year.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Lost learning and gaps in knowledge</b></p> <ul style="list-style-type: none"> <li>• Assessments indicate pupils have gaps in knowledge as a result of partial closures during the pandemic. This is more evident for disadvantaged pupils, many of whom have fallen significantly behind ARE, most noticeably in reading and writing.</li> <li>• Many disadvantaged pupils struggled to access remote learning to a greater degree than other pupils, despite the best efforts of the school. This has had an effect on their concentration and stamina in lessons.</li> </ul>
2	<p><b>Poor speech and limited language and vocabulary in the EYFS and beyond</b></p> <ul style="list-style-type: none"> <li>• Many disadvantaged pupils have very limited language skills on entry to school and do not know the conventions of communication. The number of pupils with DLD in FS and KS1 is high. This slows their progress in many areas of learning, into KS2 and beyond.</li> <li>• Many have little experience of nursery rhymes, songs or stories, which can stall progress in reading and phonics throughout school.</li> <li>• Attention and listening skills are poor.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary is limited and grammatical knowledge is poor which affects progress in reading comprehension in KS1 and beyond.</li> <li>• Many children have limited access to books at home. They have not learned the conventions of early reading or become familiar with traditional tales or key stories for their age group.</li> </ul>
3	<p><b>Poor reading and phonics skills</b></p> <ul style="list-style-type: none"> <li>• A number of disadvantaged pupils have poor reading skills, in both decoding and comprehension, which significantly impacts their ability to access the curriculum.</li> <li>• Phonics skills are low and many pupils struggle with aural blending and grapheme recognition.</li> <li>• Pupils demonstrate difficulty in applying phonic knowledge and skills to reading.</li> </ul>
4	<p><b>Environmental circumstances and readiness to learn</b></p> <ul style="list-style-type: none"> <li>• Some disadvantaged pupils come to school hungry and tired due to lack of routines and boundaries at home and poor sleep patterns.</li> <li>• Some children struggle to self-regulate, particularly at transition points throughout the day, and need adult support in resolving disagreements.</li> <li>• Some parents of disadvantaged pupils have poor basic skills themselves and have been unable to support their children’s remote learning.</li> <li>• Many disadvantaged pupils enter FS with poor physical skills and fine motor control.</li> <li>• A number of children experience dysfunctional family circumstances including domestic violence, parents’ poor mental health and substance misuse, leading to children’s poor well-being and self-regulation.</li> </ul>
5	<p><b>Emotional well-being and self-regulation</b></p> <ul style="list-style-type: none"> <li>• Some disadvantaged pupils struggle with their emotional well-being and have suffered childhood ACEs and attachment and trauma issues, which, for some pupils, has been exacerbated by the pandemic. This has become a barrier for some pupils in their interaction with others and in their learning. It has also led to many more referrals to external agencies and on the proportions of pupils who can be supported by in-house interventions.</li> </ul>
6	<p><b>Pupils’ limited life experience</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension, skills and ability to be creative writers that is required to access the curriculum and achieve ARE. Visits are heavily subsidised in recognition of the value they add to children’s understanding of the context of their learning.</li> </ul>
7	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• A number of disadvantaged pupils have poor attendance and some are persistently absent from school.</li> </ul>

## 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
To address gaps in knowledge so that a greater proportion of pupils achieve ARE at the end of each key stage.	<ul style="list-style-type: none"> <li>• Monitoring shows high quality teaching addresses gaps in knowledge for identified pupils.</li> <li>• Data shows that by 2014 – 15 a greater proportion of pupils achieve ARE in reading, writing and maths.</li> <li>• Data shows that by 2014 – 15 a greater proportion of pupils make expected or accelerated progress in reading, writing and maths.</li> </ul>
To accelerate progress in communication and language in the Early Years so that a greater proportion of pupils make progress and achieve the expected standard at the end of F2.	<ul style="list-style-type: none"> <li>• Data shows that by 2014 – 15 a greater proportion of pupils achieve the communication and language area in EYFSP.</li> <li>• Data shows that by 2014 – 15 a greater proportion of pupils make better than expected progress in communication and language.</li> <li>• Monitoring observations show pupils are able to talk confidently in their learning and to peers and adults.</li> </ul>
To improve phonic and reading skills, including decoding and comprehension, to enable pupils to access learning across the wider curriculum.	<ul style="list-style-type: none"> <li>• Monitoring observations show pupils acquire phonic knowledge at a faster rate and a greater proportion are working at the correct phase for their year group.</li> <li>• Outcomes in the Y1 Phonic Screen Check and the Y2 Phonics Recheck in 2024 - 25 are in line with or close to national expectations.</li> <li>• Data in 2024 – 25 shows an increased proportion of pupils are working at ARE in reading.</li> <li>• Data in 2024 – 25 shows an increased proportion of pupils make expected or accelerated progress in reading.</li> </ul>
To support parents in implementing routines and boundaries at home for children. To support families where referral to other agencies is required leading to improved attendance and engagement at school.	<ul style="list-style-type: none"> <li>• Identified parents state they feel supported by the school and are signposted to the services they require.</li> <li>• Interventions from other agencies are well supported by staff in school and lead to successful outcomes for families.</li> </ul>
To achieve and sustain improved well-being and self-regulation for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Monitoring observations show school is a calm, purposeful place and pupil interactions are positive.</li> <li>• Subsidised Breakfast Club places support children in a calm, successful start to the school day.</li> <li>• Intervention reports show pupils are able to identify and manage their emotions more effectively.</li> <li>• Pupils who struggle to self-regulate report they have strategies to manage their behaviour and these strategies help them to regulate.</li> <li>• Pupil voice reports children trust adults in school and are able to talk to them openly.</li> </ul>

<p>To provide pupils with access to enrichment activities to broaden their interests, engagement and experience.</p> <p>To support learning through real life experience to deepen understanding and enhance vocabulary.</p>	<ul style="list-style-type: none"> <li>• Observations show pupils engage well during trips and with visitors.</li> <li>• Pupil voice reports high level of enjoyment and engagement with wider experiences.</li> <li>• Pupils’ work following these experiences is of a high quality and shows evidence of wider, more ambitious vocabulary.</li> </ul>
<p>To improve attendance for all pupils and to reduce the proportion of pupils classed as persistent absentees, particularly of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The school is effective in identifying early support for families where pupils’ attendance is poor.</li> <li>• The school works effectively in partnership with other agencies to support families in improving attendance.</li> <li>• Attendance data in 2024 – 5 shows attendance and persistent absenteeism is close to or at national levels.</li> </ul>

## 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 e.g. CPD, recruitment and retention

Budgeted cost: **£86,870**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School CPD and coaching focussed on implementation of the validated phonics scheme to improve the teaching of phonics and ensure consistency of approach across school.</p> <p>Monitoring activities to ensure consistent high quality implementation by LA reading advisor, HT and reading leader across the year.</p> <p>Coaching for identified members of staff following monitoring (release time for reading leader).</p> <p>Included in the DHT 1 day per week allocated time as below</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Research has found phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for those children from disadvantaged backgrounds, with an average impact of an additional five months' progress.</p> <p>Data from the lowest 20% of readers across school, shows significant phonic gaps for a number of pupils in KS2, particularly in Y3 and Y4.</p> <p>In selecting a whole school systematic approach to the teaching of phonics, we aim to build teacher and TA knowledge, support the development of early reading, and address specific gaps in phonic knowledge to support struggling readers in KS2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2, 3,</p>
<p>Planned, regular CPD for teachers and teaching assistants focussing on delivering high quality teaching for all pupils e.g. embedding the school's teaching and learning policy, ensuring all meta-cognition strategies are understood and used consistently, ensuring children are ready to learn</p>	<p>The best available evidence shows great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Through our programme of CPD we aim to provide teachers and teaching assistants</p>	<p>1, 2, 5</p>



<p>socially and emotionally, and engaged in their learning.</p> <p>Monitoring activities to ensure consistent high quality implementation by LA advisor, HT and DHT across the year.</p> <p>Coaching for identified members of staff following monitoring (release time where required).</p> <p>Use of the National College subscription to access individualised CPD. £995</p> <p>Included in the DHT 1 day per week allocated time</p>	<p>with the knowledge and skills to identify and address gaps in pupils' knowledge using the strategies and approaches agreed by the school and based on research evidence.</p> <p>All staff will have access to regular CPD focusing on high quality teaching and closing the gap for those pupils who are most disadvantaged. This includes the use of National College webinars which enable CPD to be matched to the individual needs of each staff member, and are available at any time.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	
<p>Professional development programme focussing on improving the quality of teaching through a programme of coaching and support in KS1 and LKS2.</p> <p>Release time for KS1 staff.</p> <p>Led by the deputy head teacher 1 day per week.</p> <p>DHT time 1 day per week £13,533 as above</p>	<p>Evidence indicates that high quality teaching is crucial to improving attainment and progress. We aim to support all teachers in delivering high quality teaching to promote the best outcomes for all pupils, particularly the most disadvantaged. This is done through a variety of CPD - coaching sessions, team teaching, peer observations, key stage meetings and Inset days.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1, 2, 3
<p>Professional development focussing on developing children's social skills, their relationships with peers, and their ability to recognise and manage emotions and use self-regulation.</p> <p>Development of provision in KS1 that meets the emotional and social needs of children working at levels significantly below their chronological age.</p> <p>Monitoring activities to ensure these approaches are</p>	<p>Many pupils, particularly those who are disadvantaged have struggled to recognise and regulate their emotions which can have a significant impact on their learning. Extensive evidence indicates there is an association between childhood social and emotional skills and improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1, 4, 5

<p>embedded into everyday practice by HT and SENCo.</p> <p>Led by the deputy head teacher 0.5 day per week. £6766</p>		
<p>CPD to develop whole class reading comprehension for all pupils delivered by a LA advisor.</p> <p>CPD to implement group reading sessions in Rec to Y4 based on decoding, prosody and comprehension.</p> <p>CPD and coaching to support staff in addressing barriers to learning for the lowest 20% of readers. This includes an Inset day focussing on Fluency from an external provider.</p> <p>Monitoring activities to ensure consistent high quality implementation by LA reading advisor, HT and DHT across the year.</p> <p>Coaching for identified members of staff following monitoring (release time where required).</p> <p>Included in the DHT 0.5 day per week allocated time as above</p>	<p>Research evidence states the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Phonics improves the accuracy of reading but not necessarily comprehension. We want children to make progress in all aspects of reading including comprehension and the development of vocabulary and spelling.</p> <p>Effective diagnosis of reading difficulties is important in identifying solutions, particularly for older struggling readers who may struggle to decode, to read with fluency, or to understand the structure of language or particular vocabulary.</p> <p>Through phonic assessment of all pupils in F2 to Y3 and identified pupils in Y4 to Y6, and running records of the lowest 20% of readers in Y4-6, we have put the most appropriate interventions in place to accelerate progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 3</p>
<p>Purchase of programmes to support high quality teaching and planning focussing on meta-cognitive strategies.</p> <p>These include Little Wandle phonics SSP subscription, books and resources, White Rose maths, an RE scheme and the Write Stuff.</p>	<p>Research states that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	<p>1, 2, 3</p>

<p>£4000</p>	<p><a href="#">learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Reduced class sizes in targeted year groups to enable high quality teaching.</p> <p>High ratio of staff in the Foundation Stage to support early intervention.</p> <p>Additional TA in Y6 each morning £14, 237 + additional TA in F2 £18, 681 to support lost learning</p> <p>£32, 918</p>	<p>Reducing class size is an approach that suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Data analysis has identified specific cohorts disproportionately affected by the pandemic. To give pupils the opportunity to make increased progress we have utilised additional teachers and TAs to keep class numbers low in these cohorts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1, 2, 3</p>
<p>Overstaffing model used in the delivery of group reading practice enabling children to be taught in small groups of 3 to 6 children in group reading practice.</p> <p>Additional teachers and TAs in F2 to Y4 3 times per week</p> <p>£12,304</p>	<p>Small group reading practice is an approach that increases the amount of attention each pupil will receive in 3 x weekly reading lessons. It enables the teacher to focus on key skills of decoding, prosody and comprehension in separate sessions and for pupils to apply their phonetic knowledge in regular supported reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Speech and language interventions focussing on the development of attention and listening, speaking, understanding, and the development of pupils' vocabulary.</p> <p>This is delivered as part of the overstaffing model in EYFS and forms part of continuous provision and child initiated activity in Foundation Stage.</p> <p>Targeted SALT TA x 2 days weekly in FS £12, 454</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Maths teaching for targeted groups pre and post classroom input to support understanding and progress. This provision</p>	<p>Small group tuition has an average impact of around 4 months additional progress over the course of a year. It is most likely to</p>	

<p>also gives pupils time to practice and rehearse learning and use manipulatives with additional support.</p> <p>Targeted TA support x 5 daily sessions weekly</p> <p>£3900</p>	<p>be effective if it is targeted at pupils at pupils' specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
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## Targeted academic support e.g. tutoring, one-to-one support structured interventions

Budgeted cost: **£61,697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language interventions focussing on the development of speech sounds, speaking, listening and understanding, and the widening of pupils' vocabulary.</p> <p>1 to 1 interventions and small group support in FS, KS1 and KS2 and as part of continuous provision in Foundation Stage.</p> <p>Targeted SALT TA x 2 days weekly in FS £12, 203 + 1 SALT TA in KS1 and KS2 x 4 afternoons £4693</p> <p>£16, 896</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Speaking and listening interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2 Support for speech and language development in EYFS</p>
<p>Additional individual and small group sessions targeted at pupils who have fallen behind in phonics and require support to catch up. This will be delivered through school-led tutoring for pupils whose education has been most impacted</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>Tuition targeted at pupils' specific needs and knowledge gaps can be an effective method to support those falling behind, both one-to-one and in small groups. Small group tuition has an</p>	<p>1, 2</p>

<p>by the pandemic, a significant proportion of whom will be disadvantaged.</p> <p>1 x 0.6 teacher - school-led provision £25, 389</p>	<p>average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Additional individual reading interventions, including Switch On, targeted at KS2 pupils who have fallen behind in reading and require support to catch up. This will be delivered through school-led tutoring for pupils whose reading challenges are particularly complex.</p> <p>Daily 1 to 1 reading sessions for those pupils who are unable to access reading with an adult at home.</p> <p>Daily reading sessions for those pupils falling behind focussing on decoding, application of phonic knowledge and fluency.</p> <p>Specialist reading TA x 0.3 weekly £9228</p>	<p>Effective diagnosis of reading difficulties is important in identifying solutions, particularly for older poor readers who may struggle to decode, to read with fluency, or to understand the structure of language or particular vocabulary.</p> <p>One-to-one tuition targeted at pupils' specific needs and knowledge gaps can be an effective method to support those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1, 2, 3</p>
<p>Daily small group maths interventions using NTP school-led provision addressing lost learning.</p> <p>1stclass@number small group intervention based on gaps in pupils' learning.</p> <p>Individual daily maths support for those pupils with additional needs who have lost most learning during the pandemic.</p> <p>1stclass@number TA x 4 afternoons £5487</p>	<p>Small group tuition has an average impact of around 4 months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils at pupils' specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1</p>
<p>Small group, paired work and individual alternative</p>	<p>Alternative provision set up in KS1 including structured and supported play, allows for</p>	<p>1, 2, 3, 4, 5</p>

<p>provision supporting disadvantaged pupils in KS1 with additional needs.</p> <p>TA x 5 afternoons £4693</p>	<p>individualised instruction especially for pupils with identified SEND. This can be an effective approach to increasing good behaviour and attainment through activities which meet pupils' cognitive and social emotional learning needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
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## Wider strategies e.g. related to attendance, behaviour and wellbeing

Budgeted cost: **£57,321**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker working with the most vulnerable families to:</p> <ul style="list-style-type: none"> <li>• support good child and parent mental health</li> <li>• prevent absenteeism</li> <li>• signpost to other agencies</li> <li>• make referrals to specialist services</li> <li>• support actions in CiN and CP plans</li> <li>• promote and support routines, regular sleep patterns and good behaviour at home</li> <li>• support with debt, tenancies, domestic abuse, food bank referrals</li> <li>• promote and support good attendance</li> </ul> <p>Whole school family support worker to support the most socially and emotionally vulnerable pupils through open talk time to make sense of difficult situations, identify and understand different emotions and use strategies for self-regulation.</p>	<p>Evidence suggests that pupils from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers, and develop emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4, 5, 7</p>

<p>Provision of individualised support for identified pupils through nationally acknowledged interventions such as Drawing and Talking and Emotions Coaching. Family Support Worker £28, 392</p>		
<p>A focus on improving attendance for all pupils particularly those with persistent absenteeism through the work of the attendance team equating to 3 days per week. This includes first day calling, safe and well checks, parental meetings, referrals and monitoring.  Release time and CPD for members of the attendance team to seek advice and develop effective procedures. Office attendance assistant x 0.6 weekly £9096</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  We also work closely with the LA enforcement team, supporting families to achieve and sustain improved attendance.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>All, as poor attendance has an impact on all aspects of children's learning.</p>
<p>A focus on pupils' social and emotional well-being including open talk time, ELSA sessions from a trained TA, and Emotions Coaching.  ELSA TA x 5 afternoons weekly £5671  Release time and cost of half termly ELSA training. £583  £6254</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 4, 5</p>
<p>Individual targeted Movement Therapy sessions to develop pupils' gross and fine motor skills, self-esteem, concentration, eye tracking, balance, etc. leading to</p>	<p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as struggling in particular areas.</p>	<p>1, 4, 5</p>



improved outcomes in learning. £3,900	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Curriculum enrichment to support new experiences, vocabulary and general knowledge. £2,000  Subsidy of residential trips and activities to enhance life experiences, independence, emotional well-being, resilience and social skills. £1,000  Regular Jo Jingles music sessions in FS promoting engagement, communication, language and self-expression through music. £2,500 £5,500	Educational trips and visitors planned into curriculum learning projects support wider experience and a deeper understanding in foundation subjects. Real life experiences enhance pupils' motivation and engagement leading to improved outcomes, often in written work, and for the youngest pupils in music sessions, self-expression and engagement.  Educational visits and visitors raise awareness of the wider world and aspiration for the future.	1, 6, 7
Whole staff training on CRB and de-escalation approaches to promote good behaviour across school and equip staff with skills to anticipate and de-escalate risk-taking behaviours.  £420	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4, 5
Supervision sessions for frontline safeguarding staff and other identified roles, provided by the EPS team.  £1687	The well-being of staff and their ability to manage workloads and deal with difficult and upsetting situations, is crucial in supporting disadvantaged pupils.  The charter states wellbeing among staff is not only a good thing itself, but also critical in recruiting and retaining high quality staff. It is also crucial in securing better outcomes for young people, including regarding their own wellbeing and mental health.  <a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter">https://www.gov.uk/guidance/education-staff-wellbeing-charter</a>	All challenges as a focus on staff well-being supports high quality interactions and outcomes for pupils.
Contingency fund for acute issues.  Currently £2072	Based on our experiences and those of similar schools, we have identified the need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £205,888**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020 to 21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. It should be noted however, that all assessment judgements for the academic year 2020/21 have been made following the principle of 'best fit', and based on more limited teacher knowledge of pupils' abilities due to the pandemic, for this academic year only. It will not be possible, therefore, to make direct comparisons to data and outcomes from previous or future years.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by:

- the use of twice daily live teacher led online sessions to set out expectations for the day and explain work
- the provision of paper work packs for those children and families unable to access online learning
- engagement with the DfE's provision of laptops to support home learning
- support for parents with setting up and accessing Teams technology
- the use of online resources such as those provided by Oak National Academy, Purple Mash and White Rose maths.

Overall attendance has been affected detrimentally since the beginning of the pandemic. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. The school has worked closely with the LA enforcement team to review policies and procedures, and the family support worker offers both support and challenge to families where absenteeism is high.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact

was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this methodology with the activities detailed in this plan, based on the principles of attachment and trauma, and a common language of de-escalation, behaviour management and self-regulation.

## Externally provided programmes

Programme	Provider
Movement Therapy	Paul Young
EYFS Music Provision	Jo Jingles Ltd.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

# Further information (optional)

<b>Additional activity</b>
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