

## Pupil Premium Strategy Statement 2021-2024

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	Thorpedene Primary School
Number of pupils in school	497
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Steph Frost
Pupil premium lead	Julie Seymour
Governor / Trustee lead	Stephen Tollworthy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,000
Recovery premium funding allocation this academic year	£35,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ £28,984
School Led Tuition	£20,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£365,000

## Part A: Pupil premium strategy plan - Statement of intent

At Thorpedene Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

Our intent is to support the pupils' holistic development by identifying areas of need within their academic progress and also in their personal development.

Our Pupil Premium strategy is carefully planned in line with our intent and high aspirations to ensure that all actions and strategies are clearly linked cohesively to the needs of the groups of pupils within our school.

Our approach to allocating the funding will be as a direct result from data scrutiny, teacher judgements, pupil voice and individual needs identified by our robust pastoral team. The approaches we will implement are all designed to ensure that pupils achieve both academically and practically. We will ensure that pupils are challenged; create timely interventions which are continuously assessed for effectiveness; ensure that all of our stakeholders take responsibility for the continued development of our disadvantaged pupils providing them with aspirations for their future.

Our key principles are:

- To ensure that all pupils receive Quality First Teaching through high quality training and support for staff - to identify and fill the gaps in prior learning. Gaps are identified and targeted through and bespoke interventions
- To raise the percentage of disadvantaged children achieving above age - related expectations in all year groups across the curriculum.
- To raise the attendance of PP pupils in line with school target
- Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
- Parents work collaboratively with the school

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Pupil's gaps are widely spread across the many areas of the curriculum. The main challenges identified are focused on English - Reading, Handwriting and Spelling.</p>
2	<p>Pupils who may have been working at Greater Depth need additional support to maintain their achievement struggling to close the gaps.</p>
3	<p>Our attendance over the last three years indicates that attendance among disadvantaged pupil has been between 1.54% - 6.24% lower that for non- disadvantaged pupils.</p> <p>2018 - 19 - PP - 93.64% and NPP - 95.24%                  2019 - 20 - PP - 78.82% and NPP - 80.36%                  2020 - 21 - PP - 86.82% and NPP - 93.06%</p> <p>2019-20 the school was locked down from March 2020 to June 2020                  2020 - 21 the school was locked down from January 2021 to March 2021</p> <p>The government changed the guidelines last academic year that if a place was given to a child who was vulnerable and the child did not attend they would be coded 'C'. The 'C' code affects the attendance of the pupil.</p> <p>Therefore, compare that to the year before where all children's absences in lockdown were coded X which would not make a difference to the attendance.</p> <p>The difference between PP and NPP in 18-19 was 1.60%                  The difference in 19-20 was 1.54% so there was no real difference compared with the previous year                  However the difference in 20-21 was 6.24% and this was mainly due to the change in coding by the government.</p>

4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low levels of social skills, self-regulation, confidence and self-esteem. These challenges particularly affect disadvantaged pupils, including their engagement in learning and attainment. Teacher referrals for pastoral support have markedly increased during the pandemic.</p> <p>18 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (14 of whom are disadvantaged) receiving small group interventions.</p> <p>Pupils confidence, self-esteem and ability to regulate their emotions are low.</p>
5	<p>We have recognised that we need to engage parents and carers in school life to ensure they can provide support for their children at home. Parents have been unable to be actively involved in school life for the past 18 months and feel a sense of disconnection with the school.</p>
6	<p>Through observations and pupil voice it is evident that pupils have spent less time learning in the outdoors or taking part in extra-curricular activities over the last academic year</p>
7	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Due to the significant amount of schooling missed and the small uptake of home learning during the pandemic, children have missed extensive amounts of quality first teaching to ensure that the phonics remains on track. The phonics screening results that are to be submitted in December 2021 indicate that currently only approx. 50% of pupils have passed.</p>

## 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
Improved reading and writing attainment among disadvantaged pupils.	KS2 Reading and Writing outcomes show that an increased number of disadvantaged pupils meet the expected standard.
Improved handwriting and spelling among disadvantaged pupils	Assessments and observations indicate significantly improved handwriting and spelling skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance is demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being less than in 2020/2021</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> </ul>
To achieve and sustain improved engagement in learning and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of pupil wellbeing and engagement in learning demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant reduction in behaviour incidents</li> </ul>
Improved phonics skills and knowledge among disadvantaged pupils.	Assessments and observations indicate significantly improved Phonics knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased community engagement and range of opportunities for parents to visit the school and take part in activities to enhance their children's learning will be more readily available.	<p>A significant increase in the number of and frequency of community events for parents/carers to attend</p> <p>Feedback from parents/carers and local community will be positive</p> <p>Parents/carers will feel more confident in supporting their children at home through parent voice and feedback</p>
A wide range of opportunities for pupils to take part in active outdoor learning and extra-curricular activities to enhance their lives outside of academia.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: £ [117,215.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Commentary & Impact
<p><b><u>Reading – Accelerated Reader</u></b></p> <p>£31271.15</p> <ul style="list-style-type: none"> <li>• Daily reading sessions</li> <li>• Rewards termly</li> <li>• Termly assessments</li> <li>• Data analysis</li> <li>• Small group support</li> <li>• CPD for staff</li> </ul>	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.</p> <p>Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books.</p> <p>Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.</p> <p>Source:  <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	<p>1, 2, 7</p>	<p><b><u>Whole School Reading Progress</u></b></p> <p><b>Year 3</b>                      Entry: On track 24% GD0%                      Summer 2022: On track 41%</p> <p><b>Year 4</b>                      Entry: On track 37% GD 3%                      Summer 2022: On track 54%</p> <p><b>Year 5</b>                      Entry: On track 33% GD 4%                      Summer 2022: On track 49%</p> <p><b>Year 6</b>                      Entry: On track 19% GD 0%                      Summer: 2022 On track 60%</p> <p>Teachers have been supported with using pupil progress data meetings to accurately assess the reading levels in their classes This has then</p>



	<p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p> <p>The EEF recognises that reading comprehension strategies can improve learning by an additional 5 months across the school year.</p>		<p>been supported by providing appropriate reading interventions for each year group.</p>
<p><b><u>PP Leaders</u></b>  Dedicated staff to ensure the PP funding is spent effectively and reported appropriately – wording can be taken from last years report  £30,000.00</p> <ul style="list-style-type: none"> <li>• Pupil Premium Reviews termly</li> <li>• CPD for staff to ensure they understand the needs of the PP pupils</li> </ul>	<p>A good Pupil Premium strategy is usually a reflection of <b>good leadership</b> more generally. Heads can appoint a member of their team to oversee the spending as well as making sure that they analyse the students' data and performance consistently.</p> <p>Source:  <a href="https://thirdspacelearning.com/">https://thirdspacelearning.com/</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>	<p>PP Leaders have been able to keep an effective line of communication between the teachers and support staff in order to ensure that the needs of the children are met. They have also been able to meet regularly to staff delivering specific PP activities and track the impact of the interventions.</p> <p>The appropriate documentation has been loaded onto the website to ensure this is compliant. There has been the regular sharing of information at the Academy Committee Meetings and staff are aware how to access this document and are aware of the appropriate use of PP funding and can verbalise how this has been effective within the school.</p>
<p><b><u>Maths Groups</u></b>  £30,000.00  Pupil Premium Maths groups enable disadvantaged pupils who have significant gaps</p>	<p>Small-group interventions can be an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.</p> <p>Source:  <a href="https://www.panoramaed.com/">https://www.panoramaed.com/</a></p>	<p>1</p>	<p><b>Autumn 2021</b>  This has provided opportunities for children to explore and participate in small group intervention activities and develop maths skills that are transferrable into whole class settings.</p>

<p>caused by the pandemic to reach age related expectations in the first term of the academic year.</p> <ul style="list-style-type: none"> <li>Daily Maths lessons in Years 2 and 6</li> </ul>			<p>Year-end Maths results (teacher assessment) - 55% ARE 10% above ARE</p> <p>Year-end Maths results (teacher assessment) – 40% ARE 10% above ARE</p>
<p><b>English</b></p> <p><b><u>Staffing support</u></b></p> <p>£41306.00</p> <p>Improve the quality of pupil engagement in English - SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – coaching and mentoring</p> <p>QFT</p> <ul style="list-style-type: none"> <li>CPD for staff – this has included opportunities for all staff to access National College and undertake a range of courses.</li> </ul>	<p>Quality First Teaching; we want a school where interventions are not necessary for PP children because teaching is of a high enough quality to ensure they make good progress.</p> <p>John Dunford (National Pupil Premium Champion) states that:</p> <p>There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend PP funding on the quality of teaching.</p> <p><a href="https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/">https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/</a></p>	<p>1, 2, 7</p>	<p>World Book Day – Shakespeare Presentation £1,000</p> <p>This provided opportunities for children to experience and access texts and activities that are both challenging and exciting and something that not all children will have had access to before. Helping them to understand both context and language from EYFS to year 6.</p> <p><b>English</b></p> <p>There were two large projects that we needed to undertake this year in order to put into place our long-term goal of raising standards in English. The first was handwriting and the other Phonics.</p> <p><b>Phonics (New SSP) - £7756.21</b></p> <p>Purchasing the new Little Wandle scheme for phonics has allowed us to ensure that there is a consistent approach to the teaching of early reading across the whole school. A wider range of books has also been purchased to ensure that the decodable books are in line with the</p>

<ul style="list-style-type: none"> <li>• Coaching and Mentoring sessions – This has included members of SLT supporting staff with opportunities to observe good practice and team teach for behaviour management strategies</li> <li>• Good practice sessions</li> </ul>			<p>stages/phases of teaching. This will continue to be embedded in 2022/2023.</p>
<p><b><u>Enrichment</u></b>          Whole school enrichment opportunities to support the creative curriculum          Cinderella – whole school pantomime</p> <p>£3630.00</p>	<p>EEF research evidence suggests that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The Centre for Media Literacy states that using media to support the curriculum ‘engages students. . . bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.’</p> <p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p>		<p><b>Autumn 2021</b>  <b>KS1 Pupil Voice</b>          The children really enjoyed the performance and were able to share what elements were their favourites and why.</p> <p><b>KS2 Teacher Voice:</b>          The children really enjoyed seeing this story come to life. Although it is a familiar story, seeing it as a pantomime allowed the children to see it from a different perspective.</p> <p>The fact that it was virtual and the children enjoyed it so much was amazing.</p>

<p>Transition with Resilience Workshops for Year 6 £400</p>	<p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement.</p> <p>TRANSITION WITH RESILIENCE WORKSHOP BENEFITS (year 6 pupils)improving concentration, focus and low level behaviours understanding emotions and managing big feelings positive psychology (creating positive mindsets and enhancing positive language)basic emotional freedom tapping techniques promoting a calm and safe environment with breathing and relaxation techniques creating positive visions / outlooks to empower a positive outcome building on resilience, self confidence and self esteem (embracing individuality!</p>		<p>Now's the Time for Change resilience workshop – The children were able to discuss what elements of the workshop was beneficial to them. They were able to share examples of how they can use growth mindset and relaxation techniques when they are feeling anxious or overwhelmed.</p> <p>Teacher 1 - It was great to see the pupils engaged with their wellbeing and thinking of ideas on how to have a growth mindset</p>
<p><b><u>Kinetic Letters – Handwriting Resource</u></b> £2265.00</p> <p>The programme has four main threads: Making bodies stronger, Holding the pencil, Learning the letters, and Flow and fluency. Together they enable children to develop legible handwriting that is</p>	<p>Kinetic Letters® is a handwriting programme for use in primary schools and it aims to get children to develop automaticity in handwriting by Year 2 and achieve joining/cursive writing in Year 3. Automaticity is central to Kinetic Letters® because it makes handwriting a valuable tool, rather than a hindrance to learning, benefitting every curriculum area, self-esteem, and engagement with learning.</p> <p>Source: Kinetic Letters</p>		<p>The impact of this has really been identified through the summer term. The teachers have been able to focus on the fine and gross motor skills needed to allow the children to make progress. This has also ensured that there is consistency across KS1. This will now be incorporated into KS2.</p>

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<p>produced quickly and automatically.</p> <ul style="list-style-type: none"> <li>• Daily lessons</li> <li>• Resources to support handwriting</li> <li>• Fine motor skills</li> </ul>			
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## Targeted academic support (for example tutoring, one to one support structured interventions)

Budgeted cost: £(105,234.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Commentary
<p><b><u>Speech and Language</u></b>            £45234.00            £95235.00</p> <ul style="list-style-type: none"> <li>• 1:1 and small group sessions led by S+L support therapist</li> <li>• Use of resources to support language development</li> </ul>	<p>Young children develop the majority of their speech and language skills in the first three years of life. During this time, this learning influences how the brain develops. Early intervention is critically important because infants, toddlers and preschools have developing brains that are designed to learn communication skills. If there is problem with that development, therapy should be started as soon as possible to take advantage of this period of normal brain development.</p> <p>Source:</p>	<p>1, 7</p>	<p>Speech and Language Support            The total number of children seen over the year-64.            Of this total number of children, 9 are known to the NHS speech and language therapist</p> <p>1:1 support to develop S+L is key for the development of the children and is able to target</p>

<ul style="list-style-type: none"> <li>Baseline assessments to identify targets</li> </ul>	<a href="http://www.slhunterspeechworks.com">www.slhunterspeechworks.com</a>		<p>children who cannot reach the NHS provision at present</p>
<p><b>Academic Mentor</b> £5,000.00</p> <ul style="list-style-type: none"> <li>Focus on supporting small groups in writing and reading in Year 5 and 6</li> <li>Support academically more able pupils</li> <li>Mentor and support to develop engagement in learning</li> </ul>	<p>Reasons for introducing NTP Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic. Source: <a href="https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp">https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</a></p>	<p>1, 2, 7</p>	<p><b>Academic Mentor</b></p> <p>Improve Reading, Writing and Maths – age-related and exceeding age-related expectations for Year 6.</p> <p>The focus has been on literacy, which has included handwriting, SPAG, reading comprehension, writing and support to selected children on year group English topics. The small groups have worked very well and allowed there to be focus on each child individually</p>
<p><b>Memory Skills</b> £28,000.00</p>	<p>There is international recognition of the need for creative, classroom-based interventions to support children at risk of low academic achievement and well-being, due to poor attention and language skills on school entry. Working memory (WM) is a cognitive skill that is strongly associated with attention and language skills.</p>	<p>1, 2, 4, 6, 7</p>	<p><b>PP Teacher – Impact Review Statement for spring term</b></p> <p>The main aim of this intervention was to work with KS2 children on the Memory Fix programme . This was delivered in small groups across years 3 and 4. This has supported children with developing strategies for improving memory recall and</p>

			<p>retaining information, which will support their overall progress in all areas of the curriculum. The evidence demonstrated that 67% of children showed improvement from their pre-assessment task and overall, 90% of children did make progress.</p> <p><b>PP Teacher – Impact Review Statement for summer term</b></p> <p>This programme continued into the summer term and once again, this has been successful with 89% of children making improvement in at least one area of memory recall.</p> <p>In order to develop this further and build on these successes, this needs to be continued, possibly in small groups or even 1:1 for specific children.</p>
<p><b>Tutoring –school-led tutoring budget</b>  <b>£20,000.00</b>  Engage a tutoring company to visit the school to carry out small group interventions across the whole of KS2. This</p>	<p>In small group tutoring, the teacher can properly gauge your child’s learning needs, tailor a lesson plan for them, and allow your child to ask questions in a non-judgmental setting. Small groups suit all types of learners Because of the small group setting, it’s easier for the tutor to pinpoint your child’s strengths and weaknesses.</p>	<p><b>1</b></p>	<p>This allowed pupils to work in small group session where the children receive both support and are helped with strategies to support within the whole class setting.</p> <p>Children from across all KS2 year groups received this support with 2 x weekly sessions being held.</p>

<p>included Reading, Writing, Maths, SPaG and year 6 greater depth support. Both Ranstad and Protocol were used for this support.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>		<p>13 children were supported with reading, maths, writing and SPaG to support progression and to achieve national – 69% achieved this. 6 were supported with extending to greater dept – 67% achieved this in one or more areas.</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [£142,500.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Commentary
<p><b><u>Pastoral Support</u></b> £47,000</p> <p>Pastoral Lead Provision of equipment and resources</p>	<p>Pastoral care is omnipresent and touches every part of school life and so has to be felt at all levels of curriculum, teaching, learning and assessment, school organisation, ethos and environment, partnerships and services.</p> <p>Pastoral care that is a living and breathing entity builds community within the school, creates supportive systems and positive relations between all members of the community and promotes a strong ethos of mutual care and concern.</p> <p>Pastoral care can only make a difference when professionals and parents work together so it has a strong inter-agency requirement with timely communications between key workers, relevant organisations</p>	<p>4, 5</p>	<p>There are four children in The Arc who were on modified learning plans in Autumn 1 2021. By Autumn 2 2021, two of those children were accessing full-time education in The Arc. By Spring 1 2022, a further child was accessing full-time education and had moved away from a modified learning plan. Two of these children are now accessing Maths and PE with their classes on a regular basis and one is currently completing a twelve week placement at VPA and is transitioning back into The Arc two days per week. The remaining child is now on a permanent placement at VPA. There are still children who access The Arc on a part time or ad-hoc basis and this supports their relationships and their learning.</p>



	<p>and families. Source:  <a href="https://freedomtoteach.collins.co.uk/effective-pastoral-care/">https://freedomtoteach.collins.co.uk/effective-pastoral-care/</a></p>		<p>The children who attend the ARC on a regular basis have expressed how much this provision has supported them in a variety of ways. This includes allowing them to share their anxieties in a safe environment, providing them with the emotional tools needed to allow them to participate in whole class activities and provide individualised support for high levels of SEMH needs.</p>
<p><b><u>Counselling</u></b>                  £5,500.00                  Pupil who are experiencing SEMH difficulties have access to counselling delivered by a professional.</p>	<p>School-based humanistic counselling is effective, a recent study, led by the University of Roehampton has found.</p> <p>It found school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p><a href="#">The Lancet Child &amp; Adolescent Health.</a></p>	<p>4</p>	<p>These sessions have been integral in the emotional support of children. We have had some referrals that have been short-term and have allowed children to explore their concerns in a safe environment. Some sessions have been long-term and some children will continue into the next academic year. There has also been a big focus on supporting children with their transition to senior school. Our counsellor has supported 16 children this academic year.</p>
<p><b><u>Behaviour for Learning</u></b>                  £45510.00</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with</p>	<p>4, 5</p>	<p>The children who attend the ARC on a regular basis have expressed how much this provision</p>

<p>Pastoral team to identify pupils at risk of underachievement and will:</p> <ul style="list-style-type: none"> <li>• Use the Boxall Profile used for targeted pupils</li> <li>• Will support teachers in meeting the needs of pupils in the classroom.</li> <li>• Mentor/coach pupils, equipping them with skills/strategies enabling them to access learning and experience success.</li> <li>• Provide counselling for pupils with SEMH.</li> <li>• Create a safe environment for pupil for whom learning is compromised due to their behaviour.</li> </ul>	<p>particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We recognise that some pupils need additional nurture and emotional well-being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p>	<p>4, 5</p>	<p>has supported them in a variety of ways. This includes allowing them to share their anxieties in a safe environment, providing them with the emotional tools needed to allow them to participate in whole class activities and provide individualised support for high levels of SEMH needs.</p>
<p><b><u>Attendance</u></b> £31,500.00</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Reward system in place</p> <p>Incentives for improving attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Ofsted 2019 identified the positive work and high expectations already in place to improve attendance</p> <p>'to continue to work with the minority of parents whose children miss school regularly so that parents understand the link between exemplary attendance and academic achievement' Ofsted 2019</p>	<p>3</p>	<p>The attendance officer has weekly meetings with the LA, identifying the PA children. These children's parents were supported through the attendance policy resulting in school-based meetings. Through these meetings reasons for low attendance was discussed and support by the attendance officer was given to help to increase the attendance.</p>

<p><b><u>Figure of 8 Learning</u></b>                  £18,914.38                  Identify a group of pupils who are struggling to access their learning in the classroom environment. Contact Figure of 8 Learning and arrange a suitable time and day. Identify transportation, free school meals and a chaperone.</p>	<p>The benefits of outdoor learning for the personal and social development of children and young people should not be underestimated.</p> <p>What are the Benefits of Outdoor Learning?</p> <p>It is important for pupils of all ages to appreciate that learning does not always have to be in the classroom and can also occur in a fun outdoor environment. Having the opportunity to engage in high quality outdoor learning helps children and young people understand and respect nature and life-cycles whilst developing the ability to identify hazards. At the same time they can develop problem-solving and team-building skills in a fun environment. Not everyone learns through reading and writing; whilst some learners might feel that they don't have determination and perseverance in the classroom, they can quickly discover that they have the most grit in the class when it comes to getting things done in an outdoor environment! Opportunities to nurture this kind of self-esteem and confidence in pupils whilst honing important soft skills like resilience and determination are integral parts of the learning journey.</p> <p>The outdoor environment can be a great arena for developing communication and language skills.</p> <p>Often children are active learners but have no access to a garden and the space to run, skip, jump, pick up worms and enjoy the sound of jumping into puddles.</p> <p>Unstructured outdoor play helps children</p>	<p>4, 6</p>	<p>This has not taken place this year due to unsuitability for the cohort however, we have invested in Forest School, a teacher to lead it and equipment ready for launch in September 2022.</p>
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	<p>learn to take turns, share and develop other positive behavioural skills. Children and young people work better in groups when they are outdoors.</p> <p>Can outdoor learning improve academic achievement?</p> <p>Teachers witness every day the positive effect learning outside the classroom has on the personal and social development of children and young people, but does it also have the same effect on academic achievement?</p> <p>Source:  <a href="https://keyskillseducation.co.uk/benefits-of-outdoor-learning/">https://keyskillseducation.co.uk/benefits-of-outdoor-learning/</a></p>		
<p><b><u>Challenger Troop</u></b>                  £4,000.00                  Small group of identified pupils attend a bespoke programme of support</p> <p>Big Foot Feel Good Days – £2,000</p>	<p>Our unique leadership, team building and engagement programmes build character and resilience in young people from the ages of 6 to 25 and provides them with lasting, positive aspirations for the future. We have a proven impact on attendance, behaviour and other factors affecting learning which has led to increased levels of educational and workplace attainment.</p> <p>Source:                  Challenger Troop</p>	<p><b>4, 6</b></p>	<p>This has not taken place this year due to lack of suitable setting however, we are looking into taking a MAT wide approach with Commando Joes in the new academic year.</p> <p>We undertook a company to work with the children on 'Feel Good Days' during the last weeks of the summer term which focussed on self-esteem, confidence and growth mindset. This supports the pupils as they struggle with the transition from school to home for long periods of time.</p> <p>Feel Good Days work on a set programme that is also flexible and encourages pupils to focus on their own personal growth and development through positive interaction with their peers. The goal is to develop confidence, self-esteem and use of positive communication. Ultimately, to</p>

			'feel Good' about themselves, others and their environment.
<b><u>Coffee mornings for parents/carers</u></b> £500.00	EEF research evidence suggests parental and community involvement programmes are often associated with reported improvements in school ethos or discipline	<b>5</b>	Postpone until September 2022.
<b><u>Curriculum workshops for parents/carers</u></b> £500.00	Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.	<b>1, 2, 5, 7</b>	Postpone until September 2022.
<b><u>Healthy Living Carnival</u></b> £1,000.00 £506 FSM £32.32 A summer carnival, led by the pupils and attended by the parents and local community to benefit to total health and fitness of all stakeholders.	<p>1. A child who eats right and exercises regularly will have a physically healthy body that can lower risk from high blood pressure, high cholesterol, diabetes and more. These conditions are usually associated with obesity.</p> <p>2. Aside from physical health, a healthy lifestyle will also provide mental health. Proper diet and exercise helps children handle mental challenges well. A healthy lifestyle provides better sleep at night and more energy to make children feel better mentally. It can also lessen depression.</p> <p>3. Healthy kids also benefit socially. Physically active and healthy kid usually has high self-esteem and will help him make friends easily. Kids who join sports or other physical activities are more likely to make</p>	<b>4, 5, 6</b>	Postponed until September 2022 however, further resources have been purchased for September 2022 in the Creative Curriculum Room with plans to lead healthy eating workshops.

	<p>friends than those who stay in front of the TV and computer.</p> <p>4. Healthy kids are also more likely to benefit emotionally. They'll have high self-esteem because they feel better about their appearance physically. They'll also be more confident in themselves in socializing with other children.</p> <p>5. Lastly, kids who have healthy lifestyle benefit academically. Children who eat properly, exercise regularly, and get ample sleep have the physical and mental energy to deal with academic challenges daily. They are also able to retain their lessons well than kids who have unhealthy lifestyle.</p> <p>Source: <a href="http://EzineArticles.com/7242322">http://EzineArticles.com/7242322</a></p>		
<p><b><u>Parenting Classes</u></b> £1,000.00</p> <p><b>Parenting classes</b> can help parents learn more about what to expect in the coming years and prepare for each developmental stage. Since confident, decisive parents tend to raise confident, secure children, <b>parenting classes</b> can give you a much-needed skill set and help decrease your feelings of anxiety.</p>	<p>Motivation researcher Carol S. Dweck has found that when children are told that they succeed because they're smart, they become discouraged when they are unable to solve a challenge. Instead, Dr. Dweck recommends parents should focus their praise on hard work and target specific parts of the project where your child specifically excelled at solving the challenge.</p> <p>Source: <a href="https://www.whitbyschool.org/">https://www.whitbyschool.org/</a></p>	<p><b>3, 4, 5</b></p>	<p>Postpone until September 2022.</p>
<p><b><u>Gardening club and resources</u></b> £1,000.00</p>	<p>Gardening is educational and develops new skills including:</p> <ul style="list-style-type: none"> <li>• Responsibility– from caring for plants</li> <li>• Understanding– as they learn about cause and effect (for example, plants die without water, weeds compete with plants)</li> </ul>	<p>3, 4, 6</p>	<p>Plans have been put in place to ensure that this is a high focus in 2022-2023 with specific outdoor learning teachers and community lead role in place.</p>

	<ul style="list-style-type: none"><li>• Self-confidence – from achieving their goals and enjoying the food they have grown</li><li>• Love of nature – a chance to learn about the outdoor environment in a safe and pleasant place</li><li>• Reasoning and discovery – learning about the science of plants, animals, weather, the environment, nutrition and simple construction</li><li>• Physical activity – doing something fun and productive</li><li>• Cooperation– including shared play activity and teamwork</li><li>• Creativity– finding new and exciting ways to grow food</li><li>• Nutrition – learning about where fresh food comes from.</li></ul> <p><a href="https://www.betterhealth.vic.gov.au/">https://www.betterhealth.vic.gov.au/</a></p>		
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**Total budgeted cost: £ [£344,750.53]**

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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Please refer to the previous Pupil Premium Strategy Impact Report available on the website for detailed impact of the strategies.

### **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*

<b>Programme</b>	<b>Provider</b>
Tutoring	Randstad