

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	Blackpool Gateway Academy
Number of pupils in school	226 pupils
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sue Robinson Headteacher
Pupil premium lead	Emma Frankland Deputy Headteacher
Governor / Trustee lead	Sarah Bamber Executive Headteacher Director of Primary (FCAT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,168.00 (64%)
Recovery premium funding allocation this academic year	£32,770.00
NTP School Led allocation	£26,122.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£360,060.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Blackpool Gateway Academy is that all of our pupils, regardless of their background or challenges, make good progress and achieve high standards across all curriculum areas. At Blackpool Gateway Academy, we recognise that our children need a rich and broad curriculum that will support and develop their Cultural Capital. This is to give them the knowledge and experiences they need to succeed in life and be respectful and productive members of the community. We are committed to providing each child with the best possible environment for their learning. Each child is unique and has different needs, which may vary through their time in school. The essence of our pupil premium strategy is to support our disadvantaged pupils to achieve this goal. When making any decision we look closely at the context of our school, the challenges faced and the EEF research.

We consider the challenges faced by our vulnerable pupils so they overcome their barriers to learning with the interventions they need and therefore allocate the budget accordingly to those that have the biggest impact. We are focused on ensuring that our non-disadvantaged pupils' attainment will be continued and improved alongside the progress for their disadvantaged peers.

Quality first teaching is at the heart of our approach, with a focus on the areas where our disadvantaged pupils require the most support. Great teaching and careful planning has a huge impact on the pupil's outcomes, including our non-disadvantaged pupils too. It is clear that our school really can and does make a difference to our children and their families.

Our approach will be receptive to both our universal challenges and honed to meet individual needs. Consistent and robust diagnostic assessments will form the basis of implementation strategies. The complementary approaches taken by our school enhance each other to really support and help our pupils exceed.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background and to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. We ensure ALL pupils have the opportunity to learn how to read fluently and with good understanding to enable them to access the breadth of the curriculum and to develop confidence in their ability to communicate effectively in a wide range of contexts. Through a nurturing approach, we enable pupils to look after their social and emotional wellbeing and to develop resilience and access a wide range of opportunities to develop their knowledge and understanding of the world in which they live.

We have the highest expectations of all learners to ensure all our pupils, including our disadvantaged pupils, are challenged, we act early to intervene and meet the pupils' needs and are rigorous to make sure all staff take responsibility for the outcomes of our disadvantaged pupils and have high expectations at all times of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data indicates that attendance/persistent absence among our disadvantaged pupils has been lower than our non-disadvantaged pupils . Our assessments and observations indicate that absenteeism is negatively impacting the progress of our disadvantaged pupils.</p> <p>Transience and mobility of pupils in and out of school is high and this impacts on the pupil's social and emotional skills and development, attainment, progress and learning.</p>
2	<p>Our assessments and observations (in the last two years and at the current time) indicate that the education and well being of many of our disadvantaged pupils has been impacted by partial school closures, which is supported by national studies. Our parents struggle to engage and support their children with their learning due to having their own needs and challenges at home and therefore there are significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
3	<p>Discussions, observations and assessments with our pupils indicate underdeveloped oral language and communication skills and vocabulary gaps among many of our disadvantaged pupils. This is evident from nursery through to Key Stage Two. This impacts on their phonics success and their development as readers.</p>
4	<p>Discussions and observations with pupils and families have identified social and emotional issues for many pupils and these challenges particularly affect our disadvantaged pupils, particularly with their attainment. These challenges manifest themselves in our pupil's self-regulation, resilience, mental health and development of their behaviour for learning strategies.</p>
5	<p>Discussions, observations and assessments with pupils have identified a lack of enrichment opportunities and experiences for our pupils to discover and have knowledge of their locality and world around them. This impacts on their vocabulary, any prior knowledge in curriculum subjects or experiences they can share and empathise with already. Visits, visitors, residential trips and bespoke learning hooks to promote engagement in the curriculum need to be planned into our entitlement curriculum.</p>
6	<p>Our discussions, observations and assessments (Boxall Profiling) with pupils and families show many of our disadvantaged pupils have experienced missing or distorted early attachments and adverse childhood experiences and traumas. This has negatively impacted their health and well-being, developing relationships and positive opportunities and experiences, therefore needing a nurturing environment in school.</p>
7	<p>Our internal and external assessments indicate that maths attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils. On entry to our nursery/reception our disadvantaged pupils arrive below age-related expectations compared to other pupils and this gap remains until the end of key Stage Two.</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
1) To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils	Overall attendance is closer in line with national expectations and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. The percentage of all pupils who are persistently absent falls and the figure among disadvantaged pupils is not lower than their peers.
2) To increase support from parents with their children's learning and intervention strategies in school which support the children attaining nearer their year group expectation	Families develop their skills and knowledge to support their children through family learning projects in school. Parents and children are more confident and competent with remote learning if self-isolating. Tuition and interventions, both one to one and small groups, targeted at specific needs and knowledge gaps to support the children at risk of falling behind.
3) Improved oral language skills and vocabulary among our disadvantaged pupils and pupils showing good reading progress and attainment	Assessments and observations indicate improved oral language and vocabulary development among our disadvantaged pupils. This is evident through triangulation with the pupil's engagement in lessons, book scrutiny and formative assessment
4) Improved behaviour for learning strategies with the pupils showing resilience in their learning leading to increased progress and engagement across the curriculum	Observations and discussions show that pupils understand the link between the way in which they learn and their social knowledge and behaviour. All pupils are learning effectively, showing deeper learning and understanding.
5) Pupils achievement in wider curriculum subjects is inline with non disadvantaged pupils and cultural capital is developed and sustained through our entitlement curriculum	DC data shows our disadvantaged pupils perform broadly in line with our non-dis disadvantaged pupils. Pupils are fully engaged, motivated and intrigued and lessons capture their interest. Pupil voice activities, from our monitoring, show a greater understanding of the world around them and the curriculum they are learning.
6) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing seen from qualitative data including pupil voice, pupil, parent and staff questionnaires and observations. Values and a nurturing environment are evident through reviews and walkthroughs.
7) Improved maths progress and attainment for our disadvantaged pupils in each year group and at the end of Key Stage Two	Outcomes at the end of each year group for our disadvantaged pupils show more pupils are meeting their expected standard and showing at least good progress.

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: £ £38,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a new systematic approach to standardised assessments, using the GL assessments. CPD for staff to ensure gaps are addressed quickly through return and recovery catch up funding targeting pupil premium children</p>	<p>The GL Standardised tests have provided reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>In addition to GL which identifies academic strengths and weaknesses, we have also invested in Boxall profiling so pupil's nurture and social and emotional needs are met in each classroom and throughout school.</p> <p>To support SEND children we have invested in PIVATS assessments to provide targeted baselines and next steps for children who are making below expected progress and are K coded.</p> <p>Further embedding our phonic programme of RWINc to ensure children have a diagnostic reading assessment with a systematic approach to targeting areas of weakness to provide our children with the skills they need to read fluently and access the curriculum. We have also implemented the 'RWInc Freshstart' interventions in KS2 to plug significant reading gaps for children who are making lower than expected progress.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2 3 7</p>
<p>At Gateway, we are embedding new dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend their own vocabulary.</p> <p>We will continue to purchase relevant resources and fund ongoing teacher training and release time to embed this to</p>	<p>As a school and through the use of ELKLAN and Wellcomm strategies we will continue to work to achieve 'Communication Friendly Status'. Running alongside this we also implement NELI and Talk Boost programmes to equip children with the fundamental foundation language skills needed to access all curriculum areas. Furthermore, we have coordinated and planned in staff CPD for Elkan level 3 and level 4 status to secure subject knowledge and to maintain communication friendly status and safeguard its future. Vocabulary and language are key predictors of academic achievement.</p> <p>In addition to this we also employ 'Communicate' a private SALT company who assess, deliver and provide intervention for children and CPD to staff to ensure quality speech centered approaches are used for all children. This includes colourful semantics and word aware training.</p>	<p>1 2 3 4 5 6 7</p>

<p>support 'rich talk' in all curriculum areas.</p> <p>Adaptation of the Teaching and Learning Policy to be inclusive of all learners and to set high expectations of Oracy in all subject areas.</p>	<p>EEF high quality teaching research states that supporting teachers to deliver high quality teaching is essential in achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>Furthermore we also plan to further embed the 'Talk for Writing' process and approach across school as this provides daily high quality learning opportunities. Although this approach is currently in its infancy of development after only 12 months, we have seen a significant impact on raising the standards of oracy, reading and writing. Consequently this has also raised confidence levels in children who now accept and internalise this as a strategy to learn. Bespoke "Talk for Writing" CPD will be given for each phase on how to use the strategies in all foundation subjects.</p> <p>In January 2022, we plan to start the Voice 21 oracy project at Gateway. So far this year we have assigned oracy champions and have booked in Specific 'Voice 21 CPD training' to ensure high quality discussions are implemented throughout school.</p> <p>We have also joined the Reading for Pleasure project this year. This has a strong focus on 'book talk' and encourages children to articulate their passion for a variety of texts. As the research suggests oral language interventions, including dialogic activities such as high-quality classroom discussion has an impact on reading and will raise attainment particularly in reading.</p> <p>ECT - EEF released a study which documents the impacts of providing high quality training and mentoring teachers beginning a career in teaching.</p> <p>Gateway is part of the 'Reach project and receiving trauma-informed CPD for staff to target metacognition levels of disadvantaged children as there is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Explicit teaching of metacognitive and self-regulatory strategies through embodying a nurture approach to teaching is actively encouraging our children to use these skills more frequently. Hopefully enabling the children to employ these strategies independently and habitually will enable them to manage their own learning and overcome challenges thus increasing their own resilience and self-esteem.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continual purchase of our RWInc DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Our RWInc Phonics approach has a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for our disadvantaged pupils as the majority of children do not receive this at home.</p> <p>Scheduled regular consultancy days with our RWInc consultant ensures we are delivering the programme efficiently and with the highest of expectations for all children but particularly our disadvantaged pupils. To further support the return and recovery curriculum, we have deployed HLTAs in each phase to deliver targeted 1:1 RWInc interventions to the children who have been identified as having the largest gaps (through RWInc baselines) due to the pandemic. Many of these children are disadvantaged and receive pupil premium funding. We have found that the RWInc approach has</p>	<p>1 2 3 7</p>

	<p>had a significant impact on progress scores for our disadvantaged cohort.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Using the DfE and EEF guidance, we plan to enhance our maths teaching and curriculum, building upon the foundations laid last year.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>As a result of the non statutory guidance which has been produced in conjunction with the National Centre for Excellence, our Maths leads in school will have scheduled time out to develop the Mathematics progression ladders in all strands of Maths. This will look into securing key objectives from previous year groups, the use of manipulatives and teaching specific problem solving and reasoning strategies. Funding has also been assigned to the purchase of a variety of concrete resources across all year groups to enable all children to work mathematically and logically to solve and prove their mathematical thinking and methods on a daily basis. Further CPD is also planned to ensure these resources are used effectively and consistently throughout school and in a progressive way.</p> <p>In addition to adapting the current Maths curriculum, and as a result of the outcomes of the GL assessment data, we are also in the process of funding and delivering CPD on specific mathematical interventions such as Number Sense, TT rock stars, Power of 2 and Mathletics to target fundamental fluency skills to lay solid foundations for mathematical reasoning and problem solving and to enable children to achieve automaticity in the key elements of mathematics. Similarly to RWInc, HLTAs are deployed to deliver interventions for all children but prioritising the vulnerable and disadvantaged who do not receive the support at home.</p> <p>We also plan to continue with Consultancy days from external advisors to ensure our maths journey continues to progress. This will also enable secure subject knowledge of subject leads to champion mathematics throughout school.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1 2 3 4 5 6 7</p>
<p>Improve the quality of social and emotional (SEL) learning through the Reach Project and Trauma Informed training.</p> <p>SEL approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Due to the extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g Improved academic performance, attitudes, behaviour and relationships with peers) we have allocated funding for CPD for staff to equip them with the skills and knowledge to be able to support all learners with their social and emotional learning. A significant proportion of pupil premium children are also on the SEND register with SEMH need as either their primary or secondary need.</p> <p>An external counsellor works with our children 2 days a week. The majority of her caseload have experienced trauma in a variety of forms at an early result and have adverse childhood experiences which present a barrier not just to their social and emotional learning but also their academic learning.</p> <p>Furthermore as part of the REACH project work we have made further progress to achieve 'Trauma informed status' by providing bespoke CPD to enhance staff's existing knowledge and skills to better support our children with their own social and emotional learning. We have a designated Nurture Lead who is responsible for leading nurture throughout school and ensuring a nurturing approach is at the heart of all teaching and learning. Our Nurture lead champions social and emotional learning throughout school and leads Nurture intervention groups for children who may be struggling. This can range from</p>	<p>1 2 3 4 5 6</p>

	<p>friendship issues, anxiety, stress, bereavements, trauma and attachment needs. Our nurture lead is passionate about children's mental health and has recently undergone training to become a children mental health first aider.</p> <p>We have also further developed our internal break out spaces 'chimpanzee corners' which have been based on the growth mindset research by Steve Peters who wrote the Chimp Paradox and the adapted children version 'My hidden chimp'. These strategies teach children how to regulate and cope with a variety of emotions they experience and continue to significantly reduce more intense/extreme behaviours.</p> <p>In addition we have also purchased the Dimensions PSHE scheme which is fully inclusive of the RSE curriculum to ensure compliance.</p> <p>We have also allocated funding for external workshops to be delivered for Year 6 focusing on the key RSE transitional objectives to ensure all children are given the knowledge and skills needed to safeguard themselves and others and become high school ready.</p> <p>EEF Social and Emotional Learning.pdf(education endowment foundation.org.uk)</p>	
<p>In order to meet the needs of all learners, and ensure correct provision of SEND, pupil premium and disadvantaged pupils, a focus will be on developing the new Senior Leadership Team.</p>	<p>This year we plan to recruit and upskill two assistant head teachers who will lead the SEND and inclusion provision at Gateway to support our disadvantaged children and their families with their educational and social and emotional needs. This includes working within the wider community and developing family workshops to encourage family learning.</p> <p>The new SLT will also work to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> <p>In addition they will support staff with inclusive environments through the diagnostic assessments of boxall profiling, GL assessments, PIVATS and the engagement model as well as developing internal processes for referrals to external agencies and supporting the families of the children to meet their needs, attend appointments and support consistent strategies at school and home.</p> <p>They will also implement strategies to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and work with the Nurture lead to embed this in all key stages.</p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £261,433.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implement oral language interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills.</p>	<p>We have found oral language interventions to have a positive impact on pupils' language skills. The year we have invested in approaches that focus on speaking, listening and a combination of the two which will show positive impact on attainment:</p> <p>Communicate SALT Therapists and Consultant attend Gateway twice a week to deliver targeted interventions and support to children, staff and their families to move learning forwards. Colourful Semantics and word aware interventions are also delivered on a daily basis. This is a universal approach in promoting oral language and accessed by a high percentage of disadvantaged and pupil premium children</p> <p>Voice 21 and Oracy champions will look to provide specific interventions for children once they have received their training focusing on rich talk and vocabulary in all Key Stages and phases throughout school.</p> <p>'NELI' and 'Talk Boost' interventions are used, primarily in EYFS and KS1 but are available to all learners as appropriate to their age and stage of development.</p> <p>To support our EAL disadvantaged children we have purchased and implemented the 'Racing to English' scheme of work as an intervention to support English oracy throughout school. We are also subscribed to the EAL hub for resources to support children who need additional visuals to integrate into the English community and remove further barriers to learning.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 4 5 6 7</p>
<p>Additional phonics sessions have been implemented since September which are targeted at disadvantaged pupils who require further phonics support due to the acquired gaps in their learning as a result of the pandemic. This will be delivered in collaboration with</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>To provide targeted additional Phonics interventions, we have deployed HLTAs in each phase to deliver targeted 1:1 RWInc interventions to the children who have been identified as having the largest gaps (through RWInc baselines) due to the pandemic. These interventions are dynamic and meet the needs of the children. e.g. KS2 takes part in dyslexia targeted interventions and the RWInc Fresh Start programme whereas KS1 and EYFS use the RWInc Portal and the bespoke RIWnc regimented approach to teaching early reading.</p>	<p>1 2 3 4 5 7</p>

our local English hub.	The progress of the targeted phonics interventions will be reviewed every 6 weeks and progress measures will be taken every 12 weeks to highlight maximum impact. Phonics Toolkit Strand Education Endowment Foundation EEF	
Purchase and implementation of school-led tutoring (NTP) for Year 5 and 6 children, including a majority of disadvantaged children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF We currently have several groups of 1:3 Y5/6 children who use the NTP tutoring programme via the portal. In addition to using the portal we also have employed a school led tutor with the school led tutoring programme. This member of staff delivers targeted interventions in groups and 1:1 to plus specific gaps in English and Maths.	1 2 3 4 5 6 7

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

Budgeted cost: £60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on a variety of behaviour management approaches both targeted and universal, with the aim of developing our nurturing school ethos and improving behaviour and social and emotional learning across school.	<p>We have implemented a nurturing approach to teaching and learning in school to improve children's behaviour and emotional regulation across school. before learning takes place.</p> <p>Staff have received trauma-informed training thus far and will continue to receive CPD throughout the year to improve staff's knowledge and skills in dealing with children's behaviour.</p> <p>Staff will continue to receive Boxall Profile training to assess and meet children's needs and improve behaviour across schools as a universal approach Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Gateway will continue to work with external agencies to develop staff understanding and awareness of strategies to support children with Private Educational Psychology involvement, Local Authority Educational Psychology involvement. External Counselling and continued Service level agreements with the Blackpool inclusion team.</p> <p>Developing working relationships with a wider network of professionals in alternative provision such as SERFs, BFC, and Specialist Education settings.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1 2 3 4 5 6 7

<p>To further develop the attendance drive in school and to embed 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>Our disadvantaged pupils have significantly lower attendance than that of their peers. In order to address this we will continue to work with the PWO and develop clear systems to improve attendance of our disadvantaged pupils. Our new SLT team will also work alongside families to educate parents on the importance of punctuality and attendance across school.</p> <p>We have also budgeted for Incentives to engage families to increase attendance figures. This presents as rewarding children and families attendance through family hampers, children's certificates and recognitions of improved efforts from parents to bring their children to school and recognition of improvement in punctuality.</p> <p>We have also employed an additional member of staff (SHS) who works alongside our family support officer and PWO to work with families to improve 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>1 2 3 4 5 6 7</p>
<p>To further develop the Entitlement Curriculum by enhancing wider curriculum opportunities across school.</p>	<p>We have carefully planned and have set aside money to fund exciting trips and curriculum enhancement opportunities. This will vary from inviting external visitors into school such as the owl sanctuary and authors on books tours to residential trips to London for our older children.</p> <p>Each subject leader is charged with planning trips for their subject and liaising with class teachers to enable this to be purposeful and meaningful, linked with curriculum content.</p> <p>One year group this year have already taken part in the Blackpool Primary Dance Festival this year, performing on the stage at the Winter Gardens.</p> <p>COVID restrictions permitting, we also plan to visit the Theatre for pantomimes and engage with the life education bus.</p> <p>Furthermore we provide opportunities children to learn to swim in KS2</p>	<p>1 2 3 4 5 6 7</p>

Total budgeted cost: £360,060.50

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 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in reading, writing and maths. With the impact of the pandemic we feel that our most vulnerable children need further support to close the gaps in their knowledge and skills in key curriculum areas to succeed in wider curriculum areas.

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. Despite best endeavours and implementing a robust and comprehensive remote learning strategy, close liaison with families and purchasing and delivering devices in person to vulnerable and disadvantaged families; remote learning engagement was less in pupil premium children than non- pupil premium children. As a result there was much missed learning in children who already had potentially wider gaps than that of their peers.

The impact of COVID did not stem our attitude and intention to continue to deliver and maintain a high quality broad and balanced curriculum including during periods of partial closure, which was aided by use of Google Classroom, Talk 4 Writing, RWI portal and several online learning platforms such as Bug Club and Classroom Secrets and TTRockstars.

At times when all pupils were expected to attend school, and to implement targeted interventions we deployed 'Communicate' (SALT) consultancy to assess children virtually and send home targeted SALT packs to parents.

Although overall attendance in 2020/21 was lower than in the preceding years at 90.3%, it was higher than the national average. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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 counselling and wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan for this year.

Furthermore we used staff time including SENDCO allocated time, intervention programmes, nurture and 1:1 work with staff and staff expertise to cater for disadvantaged children and ensure correct provision to ensure academic, social, emotional and cultural needs were met and supported throughout the pandemic. This was validated when we took part in the NASEN review.

Externally provided programmes

Programme	Provider
Speech and Language Therapy	Communicate
English Scheme of Work focussing on Oracy and Reading	Talk for Writing RWINC
Subject Leadership Development and CPD	Consultancy MW
Promoting wellbeing and Improving Self- esteem and behaviour across school	Nurture UK consultancy PSHE Scheme of work (Dimensions)
Pupil Welfare	PWO
Anxiety Low self esteem and resilience	Jen Waite Educational Psychology High Fives Counselling
Music Tuition	Blackpool Music Service
Additional Swimming Sessions	Palatine Leisure Centre

