

## 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	Mountford Manor Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	97 (46%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019 - 2022
Date this statement was published	December 31st 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Simon Cowley (MAT Primary Director; White Horse Federation)
Pupil premium lead	Lee Edmonds (Principal)
Governor / Trustee lead	Kelly Hall (Governor Champion for LGB)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,814
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	<b>£126,124</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Mountford Manor Primary School, our mission is for children to- *"Make the Most of their Potential"*. To do this, our ambition is for our children to; be motivated learners; seek meaningful futures and become proud citizens. Developing the whole child is at the centre of everything we do and our overarching intention for our Pupil Premium Funding is to provide our children with a curriculum that extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

As a school, we also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To meet our aims for disadvantaged and vulnerable pupils, first and foremost we aim to provide our children with outstanding, quality-first teaching and learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. To enable this; we aim to ensure all staff are effectively trained so they acquire the knowledge and understand of what constitutes high-quality teaching and learning and how this is applied successfully in the classroom.

Alongside quality-first teaching, through a values-based approach, we aim to encourage children to become positive citizens who are tolerant, kind and respectful to all individuals and groups. Our ambition is for our children to make positive contributions to their community and beyond. We aim for staff to have the knowledge and skills to support children's emotional and mental wellbeing and to develop them into well-rounded individuals.

We also aim to develop a highly-effective welfare team who are specifically trained to support children who have more challenging SEMH and safeguarding needs. This in turn enables the school to ensure the ongoing safety and wellbeing of all pupils at the school.

Our chosen approaches to supporting the disadvantaged and vulnerable pupils at our school will be responsive to common challenges and individual needs. This will be informed by rigorous and robust diagnostic assessments and not led by generic assumptions of disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	Almost half of the disadvantaged pupils at the school have SEND needs. Of these pupils, 58% (27 pupils) have some form of SEMH needs and/or challenges. From observations and discussions with pupils this has a significant impact on self-esteem and a number of other learning behaviours (such as resilience and determination). A lack of self-esteem and resilience negatively impacts these children's ability to complete summative assessments successfully.
2	Observations and discussions with pupils indicate that disadvantaged pupils have less opportunities to partake in cultural and extra-curricular activities than their Non-disadvantaged peers. Assessments and observations suggest disadvantaged pupils

	have less understanding and knowledge of the world leading to a lack of cultural capital compared to their non-disadvantaged peers.
3	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Speech and language difficulties are particularly significant in our EYFS disadvantaged and vulnerable pupils who often display very limited and poor oral language skills.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency skills including knowledge and understanding of how to apply phonics to decode unknown words. In Reception and Year 2, disadvantaged pupils are less likely to meet the expected reading standards for their year group. In Year 1, disadvantaged pupils (especially disadvantaged boys) are less likely to pass the Phonics screener check.
5	Observations and discussions with staff and parents/carers indicate that many disadvantaged pupils do not come to school ready to learn due to a range of SEMH challenges and/or difficulties. This negatively effects their ability to learn and make progress when in school.
6	Some parents/carers of disadvantaged parents are not aware of the importance of attending school every day. During the last year, non-disadvantaged children attended school more frequently (94.12%) than disadvantaged children (87.2%)
7	Parental surveys and discussions with the Family Support Team suggests parental perception of education is not conducive with supporting learning at home (including putting in place rules and routines) Over 70% of parents attending parental classes arranged by the school (i.e. managing challenging behaviour) are of disadvantaged pupils. Less than 60% of disadvantaged pupils read regularly at home and only 32% of attendees of parent workshops are parents/carers of disadvantaged pupils.
8	64% of disadvantaged children at the school are also classed as Vulnerable (as <a href="#">defined by the DfE</a> ) This means families of these pupils are currently or have recently been involved in some level of social care. This results of this is additional challenges in supporting the ongoing safety and wellbeing of these pupils.

## 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. Disadvantaged pupils to have improved self-esteem and learning behaviours, resulting in a positive awareness of themselves and their mental wellbeing. This will result in an improvement in overall scores in summative assessments.	<p>From observations and pupil discussions (including Wellbeing surveys);</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils will have a positive image of themselves and will be aware of their own mental wellbeing.</li> <li>Disadvantaged pupils will feel confident to face challenges and maintain social friendships with their peers</li> <li>Disadvantaged pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons.</li> <li>Pupils will feel like they belong within the community and will be able to develop their emotional maturity</li> </ul> <p>From Assessments and teacher judgements;</p>

	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will make progress at their own level of development and those pupils identified as ARE will increase. This will bring the % of disadvantaged children achieving RWM more in line with their Non-disadvantaged peers.</li> <li>• Disadvantaged pupils will improve their scores (Raw and Scaled) in summative assessments including end of year and end of phase tests.</li> </ul>
<p>2. Disadvantaged pupils will have acquired the essential knowledge and skills so they can fully engage in the curriculum.</p>	<ul style="list-style-type: none"> <li>• Lesson observations will indicate, Disadvantaged pupils have been consistently exposed to high-quality teaching and learning giving them access to a broad and balanced curriculum.</li> <li>• Disadvantaged pupils will attend school trips in order to widen their life experiences</li> <li>• Disadvantaged pupils will attend in-school experiences that widen the curriculum</li> <li>• Disadvantaged pupils will have further opportunities in schools to engage with high quality artefacts; resources and technology that they may not encounter in their home setting.</li> <li>• Disadvantaged pupils will have developed the knowledge and skills that will enable them to be effective citizens.</li> <li>• From Assessments and Teacher judgements; Disadvantaged pupils have acquired the essential knowledge and skills to enable them to successfully progress through the school's curriculum</li> </ul>
<p>3. Improved oral language skills and vocabulary among disadvantaged pupils and across the school. Disadvantaged pupils leaving EYFS meet GLD statements in relation to communication and language.</p>	<ul style="list-style-type: none"> <li>• At least 65% of EYFS children to meet GLD by the end of reception including ELG for C&amp;L.</li> <li>• High quality interventions (such as Early talk boost/ Welcom) embedded at the school to support language development of children</li> <li>• Language rich environment which is used effectively to support children's learning</li> <li>• Outdoor learning provision will offer the same language rich environment to effectively support children's development of language</li> <li>• High trained staff who are effective in developing children's language skills.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</li> </ul>
<p>4. Disadvantaged pupils will have improved reading fluency skills resulting in improved reading attainment.</p>	<ul style="list-style-type: none"> <li>• EYFS teachers report improved comprehension and oral language skills in Disadvantaged pupils and improvements in Reading Age scores.</li> <li>• Pupils in Reception and Year 1 have a developing grasp of phonics to support the segmenting/blending (decoding) of unknown words.</li> <li>• The number of Disadvantaged pupils in Year 1 passing the Year 1 screener check is broadly in line with National Expectations.</li> <li>• An increase in the attainment of Disadvantaged pupils in Reading (Both On Track + and GD) at the end of each Key Stage.</li> <li>• Disadvantaged Pupils have developed a love for reading and read more frequently at home.</li> <li>• Disadvantaged Pupils have a broadening vocabulary (exposure to HQ texts and explicit teaching)</li> </ul>

	<ul style="list-style-type: none"> <li>Disadvantaged Pupils have access to a range of High Quality (age appropriate) Texts</li> </ul>
5. Disadvantaged Pupils will start the school day ready to learn both emotionally and physically.	<ul style="list-style-type: none"> <li>Disadvantaged Pupils will be identified through the work of the Family Support Team and offered a place at Breakfast Club.</li> <li>Targeted Disadvantaged pupils will have a “check in” with an adult in school at the start of the school day to ensure they are ready to learn</li> <li>Through a high-quality PSHE curriculum, Disadvantaged pupils are aware of strategies that can improve their mental wellbeing and can recognise ways in which they can regulate their emotions.</li> <li>Through pupil discussions and surveys; Disadvantaged pupils feel they are better prepared to learn at school.</li> </ul>
6. Attendance of all pupils to meet National Average for disadvantaged children	<ul style="list-style-type: none"> <li>Attendance average of Disadvantaged Pupils to be 96.4% by the end of the academic year.</li> <li>Monitoring systems in place to track Disadvantaged Pupils attendance weekly from nursery children to year 6</li> <li>Immediate action to take place with parents if children’s attendance drops below 91% and referred to the EWO when relevant</li> <li>Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils</li> </ul>
7. Improved parental engagement in; <ul style="list-style-type: none"> <li>Engaging and attending in-school activities;</li> <li>Supporting children’s learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>Increased targeted support from Family Support Workers for individual families who need help in establishing rules and routines.</li> <li>Family links course to increase parental engagement and capacity</li> <li>Focus open mornings in English, maths and reading to activity promote engagement of parents and develop understanding of how to support their child’s learning.</li> <li>Increased parental knowledge and understanding of how to support their child(ren) at home.</li> <li>Raised ambition and aspiration amongst the parents at the school.</li> <li>From parent discussions and surveys, parents of Disadvantaged Pupils are more confident in how to support their child’s learning and have higher aspirations for their child’s future life opportunities.</li> </ul>
8. Secure and established safeguarding provision (including systems and processes) that ensure the safe wellbeing of the children at the school.	<ul style="list-style-type: none"> <li>Maintain a highly trained welfare team that can support children and families through the range of safeguarding challenges the school faces (including children at CP and ChIN).</li> <li>An effective reporting; tracking and monitoring system is well established at the school (CPOMS)</li> <li>A year-round CPD programme which ensures staff have the required knowledge and skills to identify and report safeguarding concerns.</li> <li>Established collaboration with a number of external agencies including social services; police and a number of clinical commissioning groups (CCGs)</li> <li>Improved knowledge and understanding of LGB members of the safeguarding challenges the</li> </ul>

	<p>school faces which results in the regular and robust challenge of school leaders.</p> <ul style="list-style-type: none"> <li>• From Disadvantaged Pupils discussions and surveys, children feel safe and supported at school.</li> </ul>
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## 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: **£10,327**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A relentless whole school approach to achieving and maintaining consistent quality first teaching across the school by:</p> <ul style="list-style-type: none"> <li>-regularly reviewing teaching and learning through book scrutiny, learning walks, lesson observations</li> <li>-providing targeted training and CPD both in-house and externally for teachers and TA's.</li> <li>-evaluating and reviewing targets for teachers regularly.</li> <li>-regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</li> </ul>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing Professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	2,3 and 4
<p>Improved whole school early reading provision through access a high-quality systematic synthetic phonics (SSP) programme to the Little Wandle SSP. This ensures;</p> <ul style="list-style-type: none"> <li>• All children have a solid base upon which to build as they progress through school;</li> <li>• Enable children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> <p>This will be done through;</p> <ul style="list-style-type: none"> <li>• Access to ongoing, high-quality staff training.</li> <li>• Access to well-mapped and sequenced lesson plans</li> <li>• Matched phonetically de-codable books</li> </ul>	<p>School historical data indicates;</p> <ul style="list-style-type: none"> <li>• A dip in results at end of Key Stage 2 and across the Key Stage (2019).</li> <li>• Historical gap between PP children's reading attainment and Non-PP children</li> <li>• 2-year downward trend in the number of children passing the Year 1 phonics screener check.</li> </ul> <p>EEF <a href="#">Key finding</a>;  "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	3,4

<ul style="list-style-type: none"> <li>• Learning environments which are conducive to high-quality learning.</li> </ul>	<p>“The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.”</p> <p>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.”</p>	
<p>Improved whole school speech and language provision through access to high-quality teaching and bespoke targeted support where needed. This will be done by;</p> <ul style="list-style-type: none"> <li>• Introduction of Early talk boost for children – training for teachers and TA’s to deploy intervention effectively.</li> <li>• Purchase and introduction of Wellcom Communication and language targeted intervention programme.</li> <li>• Additional hours for speech and language therapy (Traded Service) for individual children for a 6-week intervention to develop and improve poor oral language acquisition skills</li> <li>• EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high-quality observations take place</li> </ul>	<p><a href="#">The Oracy All-Party Parliamentary Group (APPG); Speak for Change Inquiry – April 2021</a></p> <p><b>Section 6</b> Who needs oracy education most? Pg 21</p> <p><b>Section 8.3</b> Equip schools to provide sustained, consistent and comprehensive oracy education in schools. Pg 45</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

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

Budgeted cost: **£11,310** (in conjunction with the school-led tuition grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured Intervention:</b> <b>Welcomm Communication and language intervention programme in EYFS.</b></p> <p>Weekly speech and language support for children who are identified as needing support beyond what is offered in the general</p>	<p><a href="#">The Oracy All-Party Parliamentary Group (APPG); Speak for Change Inquiry – April 2021</a></p> <p><b>Section 6</b> Who needs oracy education most? Pg 21</p>	3

classroom practice however do not meet threshold of Speech and Language Therapist.	<p><b>Section 8.3</b> Equip schools to provide sustained, consistent and comprehensive oracy education in schools. Pg 45</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b>Small group/1:1 tutoring</b></p> <p>For year groups Rec – Y6; 30 hours of tuition led by class teacher offered for up to 10 children. This; is to be split into 2 x 15-hour programmes (max 5 children per group)</p> <p>To target;</p> <p><b>Rec – Y3:</b> Reading catch-up including Early reading (phonics) and building comprehension through book-talk.</p> <p><b>Y4 – Y5:</b> improving reading fluency and comprehension</p> <p><b>Y6:</b> General arithmetic including times tables and number fact knowledge and understanding.</p>	<p>School historical data indicates;</p> <ul style="list-style-type: none"> <li>• A dip in results at end of Key Stage 2 and across the Key Stage (2019).</li> <li>• Historical gap between PP children's reading attainment and Non-PP children</li> <li>• 2-year downward trend in the number of children passing the Year 1 phonics screener check.</li> </ul> <p>Evidence for benefits of targeted intervention – <a href="#">EEF Targeted Academic Support Guidance</a></p>	3,4
<p><b>Staff CPD</b></p> <p><i>Whole school CPD on how to deliver an effective early reading programme (SSP)</i></p>	<p>EEF <a href="#">High Quality Teaching Guidance</a></p> <p>EEF <a href="#">Key finding</a>:</p> <p>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	3,4
<p><b>Improving the quality of teaching and learning in Reading through;</b></p> <ul style="list-style-type: none"> <li>• <i>High-quality teaching</i></li> <li>• <i>Access to high-quality resources and interventions</i></li> </ul> <p><i>Improvement in the monitoring and support of the teaching of reading at the school.</i></p> <p><i>To improve the reading of children at the school, the school is to purchase a range of high-quality texts/reading resources to ensure</i></p>	<p>EEF - <a href="#">Improving Literacy in KS1</a></p> <p>EEF – <a href="#">Improving Literacy in KS2</a></p>	3,4

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

Budgeted cost: **£104,487**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Learning mentor to engage with pupils on either a 1:1 basis or through group interventions (tranquillity, friendship groups, counselling sessions).</p> <p>The school's Learning Mentor is also responsible for supporting the leadership and management (Chapter 1) of mental health and wellbeing across the school including;</p> <ul style="list-style-type: none"> <li>• Developing a whole school ethos (Chapter 2);</li> <li>• Staff development (Chapter 5);</li> <li>• Pupil voice (Chapter 4);</li> <li>• Identifying need and monitoring impact (Chapter 6)</li> <li>• Working with parents, families and carers (Chapter 7)</li> </ul>	<p><a href="#">Promoting children and young people's mental health and wellbeing</a>- PHE 2021</p> <p>"It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood"</p> <p>Chapters 1-8</p> <p><a href="#">The PHE COVID-19 mental health and wellbeing surveillance report</a>; indicates that "that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing."</p> <p>There is 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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1
<p>Funding of Outdoor learning interventions/ opportunities (such as forest schools and Greatwood) to target low self-esteem and anxiety, enabling pupils to become more confident in their abilities</p>	<p><a href="#">Promoting children and young people's mental health and wellbeing</a>- PHE 2021</p> <p>Chapter 3</p> <p>There is 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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Training and supervision costs for 2 x ELSA members of staff to deliver/ run SEMH interventions across the school</p>	<p><a href="#">Promoting children and young people's mental health and wellbeing</a>- PHE 2021</p> <p>Chapter 5 and Chapter 6</p>	1
<p>Employment of Family Support Workers to establish a team that works with/alongside groups of and individual families using targeted support based on need.</p> <p>The areas of priority are;</p> <ul style="list-style-type: none"> <li>• Improving attendance across the school; especially of children who have persistent absenteeism.</li> <li>• Improving parental engagement with supporting learning (including developing rules and routines)</li> </ul>	<p><a href="#">Working with Parents to Support Children's Learning</a> – EEF report</p> <ul style="list-style-type: none"> <li>• There is an established link between the home learning environment at all ages and children's performance at school.</li> <li>• Schools and parents have a shared priority to deliver the best outcomes for their children</li> </ul> <p><a href="#">Promoting children and young people's mental health and wellbeing</a>- PHE 2021</p> <p>Chapter 7: Working with parents, families and carers</p>	6,7,8

<ul style="list-style-type: none"> <li>• Improving children’s emotional and physical readiness to learn.</li> <li>• To support the school’s communications to encourage positive dialogue about learning.</li> <li>• Offer more sustained and intensive support where needed (including support with children who are at risk of repeated FTE or PEX)</li> <li>• To support the safety and wellbeing of the children at the school.</li> </ul>		
Educational Psychologist (Traded Service time) to help observations, reports and give support/ suggested approaches to assist the school in supporting children with SEMH needs	<a href="#">Promoting children and young people’s mental health and wellbeing</a> - PHE 2021 Chapter 6: Identifying need and monitoring impact Chapter 8: Targeted support and appropriate referrals	1
SEMH Nylands Outreach Team(Traded Services time) to assist the school in support children with specific challenging behaviours.	<a href="#">Promoting children and young people’s mental health and wellbeing</a> - PHE 2021 Chapter 6: Identifying need and monitoring impact Chapter 8: Targeted support and appropriate referrals	1, 5
TAMHS (Traded Services time) to offer bespoke support to children with significant SEMH needs.	<a href="#">Promoting children and young people’s mental health and wellbeing</a> - PHE 2021 Chapter 6: Identifying need and monitoring impact Chapter 8: Targeted support and appropriate referrals	1, 5
Whole school high-quality PHSE / RSE scheme of work, resources and staff training to support the teaching of improving learning behaviour of children at the school. The aim is to develop children’s resilience and emotional recovery resulting in a positive awareness of themselves and their mental wellbeing.	<a href="#">Improving Social and Emotional Learning in Primary Schools</a> – EEF report. Stage 1 - Teach SEL skills explicitly Stage 2 - Integrate and model SEL skills through everyday teaching <a href="#">Promoting children and young people’s mental health and wellbeing</a> - PHE 2021 Chapter 3: Curriculum, teaching and learning.	1, 5
Give children wider access to the Arts through improved access to Swindon Music Hub/Music Services and resources. (Traded Service time)	<a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils</a> . DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Give children wider access to the Arts through further access to theatre/drama activities (Local Theatre Group – Prime Theatre)	<a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils</a> . DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Give children wider access to the Arts through further access to Ballet/Dance (Royal Ballet Company)	<a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils</a> . DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Ensuring that all children are able to participate in and have access to an	<a href="#">School cultures and practices: supporting the attainment of</a>	2

enhanced curriculum through attending experience days and school trips/residentials. This gives children the opportunity to experience new and challenging activities which broadens their knowledge and understanding improving their cultural capital.	<a href="#">disadvantaged pupils</a> . DfE -May 2018 9.1 Extra-curricular activities pg 91	
Attendance officer to monitor lateness and absenteeism on a weekly basis and provide reports to SLT  Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established. Incentives and rewards for children with 100% attendance to take place weekly, termly and annually.	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a> – DfE/NFER 2015 “Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement.” <a href="#">NFER Seven building blocks to successfully raising attainment in disadvantaged pupils</a> – Block 2 Addressing Behaviour and Attendance	6, 8
Subsidised free access to the school’s breakfast club to improve attendance and readiness to learn.	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a> – DfE/NFER 2015 “Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement.” <a href="#">NFER Seven building blocks to successfully raising attainment in disadvantaged pupils</a> – Block 2 Addressing Behaviour and Attendance	6
The development of an increased safeguarding team and provision (including systems and processes) that ensure the safety and wellbeing of the children at the school	<a href="#">Promoting children and young people’s mental health and wellbeing</a> - PHE 2021 Chapter 7: Working with parents, families and carers	8

**Total budgeted cost: £ 126,124**

## 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.

<b><i>Aim 2020-21</i></b>	<b><i>Activity 202-21</i></b>	<b><i>Outcome</i></b>
<b>To improve whole school training to ensure all staff understand children's barriers to learning and how to best support all Pupil Premium children.</b>	<p>Staff training delivered on;</p> <ul style="list-style-type: none"> <li>• Pupil Premium – Improving Outcomes for Vulnerable Learners course</li> <li>• Pupil Premium – barriers to learning, diminishing the difference.</li> <li>• Recovery Curriculum – support children's emotional return to school after Covid-19 lockdown.</li> <li>• ELSA training</li> <li>• Supporting Pupils with SEMH</li> <li>• Attachment training</li> <li>• Ongoing Safeguarding Training</li> <li>• Ongoing 6 key Principles of T&amp;L (Champions project)</li> <li>• Team Teach training</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Improved confidence of new staff/TAs on effective practice and how to support all children's learning (including PP children)</i></li> <li>• <i>Learning Mentor and a TA attended ELSA training- now running effective ELSA groups across school.</i></li> <li>• <i>Recovery curriculum set up across the school to support emotional return to school.</i></li> <li>• <i>Staff more confident in identifying, supporting and sign-posting children with SEMH needs including; knowledge and understanding of the various Zones of regulation and the use of restorative justice to resolve conflict.</i></li> </ul>
<b>To raise the % of disadvantaged children achieving GLD by the end of Reception (65%)</b>	<ul style="list-style-type: none"> <li>• Introduction of Early talk boost for children – training for teachers and TA's to deploy intervention effectively.</li> <li>• Additional hours for speech and language for individual children for a 6-week intervention to develop and improve poor oral language acquisition skills (NELI)</li> <li>• EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place</li> </ul>	<p><i>No actual data (local or National) required due to Covid-19 pandemic</i></p> <ul style="list-style-type: none"> <li>• <i>19 children access NELI – S&amp;L intervention package</i></li> <li>• <i>7 children had access to SpALT traded service (ongoing throughout the year)</i></li> <li>• <i>All EYFS staff underwent Early Talk boost training and are now delivering weekly sessions.</i></li> </ul>
<b>Nurture support for pupils who are vulnerable and exhibit low self-esteem</b>	<ul style="list-style-type: none"> <li>• Learning mentor engaged with pupils on either a 1:1 basis or through group interventions (tranquility, friendship groups, counseling sessions)</li> <li>• Drama therapy sessions – individual and group sessions with targeted children</li> <li>• Outdoor learning interventions such as forest schools and Greatwood to target low self-esteem and anxiety, enabling pupils to become more confident in their abilities (3-year project)</li> <li>• ELSA interventions for 30 minutes per child per week (started 2019 once staff were trained)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning mentor worked with a range of children across the school to ensure that they are ready to learn. SDQ questionnaires show that children found their time with the Learning Mentor to be beneficial and that they knew where to go for help if they felt they needed it.</i></li> <li>• <i>Drama therapy took place during terms 1 to 4. Analysis of the SDQ questionnaires showed that there was limited impact for</i></li> </ul>

		<p><i>the children who took part in the scheme. As a result of this, the Drama Therapy will not be continued into 2021-22</i></p> <ul style="list-style-type: none"> <li>• <i>Greatwood sessions ran throughout the 2018-20r, ensuring 78% of PP children in years 4 to 6 attended the scheme. This was put on hold due to Covid-19 pandemic.</i></li> <li>• <i>2 x staff members now have completed ELSA training (an continue to attend annual supervision sessions/training) deliver groups across the school)</i></li> </ul>
<p><b>Improved support for families with pupils who are vulnerable or have SEMH needs</b></p> <p><b>Increase parental engagement with the school</b></p>	<ul style="list-style-type: none"> <li>• FSW's engaged with parents to signpost family links course – targeted families.</li> <li>• FSW's liaised with teachers and parents of those who require SEMH support</li> <li>• Learning Mentor worked with children of these families to support SEMH in school</li> <li>• Set up and ran family links course for targeted families 2x a year (12 weeks each)</li> </ul>	<ul style="list-style-type: none"> <li>• There has been an increase in the number of families who are working with the Family Support Team. Families are engaged and willing to work with the Team.</li> <li>• The Learning Mentor has worked with a number of vulnerable children, most of whom are Pupil Premium. They have worked in small groups or on a 1:1 basis. SDQ questionnaires and feedback from teachers has shown that there has been a positive impact on children.</li> <li>• Family Links has been introduced and has been successful. Numerous families have enjoyed the sessions and have benefitted from the workshops.</li> </ul>
<p><b>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</b></p>	<ul style="list-style-type: none"> <li>• Attendance officer monitored lateness and absenteeism on a weekly basis and provide reports to SLT</li> <li>• Attendance officer followed procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</li> <li>• Incentives and rewards for children with 100% attendance to take weekly in assembly and termly for events.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil survey suggested that children enjoyed the termly attendance incentive and were excited to find out who had won the pizza voucher. Children who received the voucher enjoyed sharing pizza with their family. From the survey, children indicated this was a good incentive to improving their own (and their classes) overall attendance</li> </ul>

		<ul style="list-style-type: none"> <li>• Attendance – due to Covid-19 no official attendance figures</li> <li>• Of the 72 children attended onsite learning during Lockdown in Jan-March – 78% were PP.</li> <li>• Prior to lockdown in Jan, 4 x attendance meetings with parents/EWO were held.</li> </ul>
<b>Pupil Premium children are emotionally ready to learn when in school</b>	<ul style="list-style-type: none"> <li>• FSW's identified and supported key families to improve pupil's attendance and/or lateness and where necessary, support parents whose children have attachment anxieties</li> <li>• Learning Mentor to support children with attachment, low self-esteem and anxieties to ensure they are ready to learn in school and can achieve their potential</li> </ul>	<ul style="list-style-type: none"> <li>• Family Support Workers are working with a greater number of families. (35 families on some level)</li> <li>• Learning Mentor has also had ELSA training and will be implementing this in the new academic year.</li> <li>• 6 referrals made to Ed Psyc – EHCp Application</li> <li>• 6 referrals made to SEMH outreach team (1 whole class referral)</li> <li>• 5 children supported by TAMHS</li> <li>• Further 8 children included in SBC Mental Health trailblazer project (SMASH)</li> </ul>
<b>Pupil Premium children have the opportunity to develop leadership skills and self-confidence</b>	<ul style="list-style-type: none"> <li>• Greatwood – Horse Power course to continue to run for the 3<sup>rd</sup> year (started in 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Postponed due to Covid-19; school to continue in Feb 2022</li> </ul>
<b>All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences</b>	<ul style="list-style-type: none"> <li>• Subsidising costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed.</li> <li>• Whole School enrichment activities were held each term (Context days)</li> <li>• Music Services (£395) and resources.</li> <li>• Reading half term letterbox incentive where Pupil Premium children have parcels of books delivered to their doors in order for them to access high quality texts at their level and develop a love for reading like their peers.</li> <li>• During lockdown, school purchased an online reading scheme (Rising Star) so all children could access high-quality books from home.</li> </ul>	<ul style="list-style-type: none"> <li>• All school trips/visits were subsidised through the year including: <ul style="list-style-type: none"> <li>• Victorian School visit</li> <li>• Author visits</li> <li>• Free-dog trampoline park</li> <li>• In school Pantomime</li> </ul> </li> <li>• Feedback from both parents and children regarding the Letterbox incentive was not as positive. Although some children liked receiving a book a week, very few children actually read the books they had been sent.</li> <li>• Online Reading scheme had varying success, due to mobile devices being main access to internet, many children found hard to read at home.</li> </ul>

## Externally provided programmes

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

Programme	Provider
NA	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

## Further information (optional)

During the Covid-19 pandemic outbreak and the preceding school closures, the school put in place a range of measures to minimise the potential widening of the attainment gap.

These included:

- Phone Calls – The school's Welfare Team made regular phone calls to all children (including extra calls for our most vulnerable). On top of this, teachers sent out daily emails to maintain regular contact.
- Care Packages – The school's most vulnerable families were given care packages which included food, nappies and other essentials. These were made by the school and parents collected them or they were dropped off by a member of staff.
- Laptops – Laptops were secured from the LA and given to identified families to support with home learning.
- Devices – Amazon Fire tablets were secured as part of a Trust initiative and donated to identified families to support with home learning.
- Food Bank - Due to the school being a registered Food Bank provider, we issued vulnerable families with vouchers. These have been gratefully received.
- Learning Packs - For some of the school's nursery families, the school dropped off learning packs with arts and crafts, small toys, books, glue sticks, playdoh and more to support the children's learning and playing at home
- Extra contact - In line with government and LA guidance, the school made daily contact with some of the more identified disadvantaged families: children with social worker, previous social worker support, young carers and other identified vulnerable families that were on the cusp of social care support.
- Referrals continued to be made to TAMHs, Early Help, Health Visitors and the school continued to engage with Social care including hosting Core group meetings for family at CP, ChiN and TAC/TAF.
- Reading – To support families with reading at home, the school set up online reading scheme programmes (Rising Stars Rising Planets) and parents were also signposted to other websites to support reading at home.
- MS Teams Social groups – To support children's mental wellbeing, the school set up (closely monitored) social chat groups on MS Teams in each class so children could communicate with each other in a safe environment.
- Whole school videos – To maintain a sense of community, whole-school assembly videos were made and posted on our social media channels.