

# Pupil Premium Strategy Statement

## Wormholt Park Primary School

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.

This Strategy Statement will be planned carefully in order to ensure it is sustained. It will be closely monitored by school leaders annually.

### School overview

Detail	Data
School name	Wormholt Park Primary
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	56%
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	22.11.2021
Date on which it will be reviewed	September 2022
Statement authorised by	Anika Hargie
Pupil premium lead	Teaching & Learning Lead
Governor / Trustee lead	Mahua Nandi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,685
Recovery premium funding allocation this academic year	£25,085
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	£257,770

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

The school's intention is that every pupil, irrespective of their background or the challenges they face, is enabled to reach their full potential.

We will use the pupil premium, as well as the recovery premium funding to ensure that disadvantaged pupils are supported to achieve this goal, including pupils who are high achievers.

The school considers that vulnerable pupils (those with social workers or who are young carers) should equally be supported, considering the challenges they face. This is regardless of whether they are disadvantaged or not.

We will achieve this by:

- Ensuring all teaching is of high-quality – all children will benefit from this, whether disadvantaged or not.
- Being part of the National Tutoring Programme for our pupils who have been most affected by the pandemic, including non-disadvantaged pupils
- Ensuring assessments are effective in identifying gaps, so interventions can be put into place swiftly. These will be carefully monitored to ensure children are making progress
- Having high expectations for all our pupils and creating a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- Offering a broad and ambitious curriculum and wider school experiences, to engage and motivate pupils.

This will enable:

- The disadvantaged attainment gap to be narrowed/closed. Other children's attainment and progress will be sustained and improved.
- Gaps in learning to be closed due to targeted interventions
- All staff to have aspirations of all the pupils
- All pupils to have opportunities to develop their potential and participate in all aspects of school life

We use a tiered approach to pupil premium funding, balancing approaches to improving teaching, targeted academic support and wider strategies.

[Putting Evidence to Work - A School's Guide to Implementation](#)

*This strategy is aligned to our SDP and existing practices to ensure a sustained impact.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, screening and observations show that there are significantly low levels of speech, language and communication skills across the school, with both disadvantaged and non-disadvantaged pupils
2	Observations and assessments in EYFS and KS1 show that many pupils, including disadvantaged pupils have lower phonic knowledge due to school closures, negatively impacting their ability to develop swiftly as readers
3	Discussions, assessments and observations indicate that most pupils, but especially disadvantaged pupils have been impacted by partial school closures in relation to attainment in reading, writing and maths

4	Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading, writing, maths support or learning modelled to them. The children may not have adequate support for home learning.
5	Social and emotional issues resulting in low confidence and self-esteem which affects behaviour for learning and a family's ability to support learning.
6	Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities
7	Some levels of attendance are low, impacting negatively on pupils' learning
8	Limited access to technology at home in case of a lockdown/self isolation

## 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
Accelerated progress in reading, writing and maths to close gaps between disadvantaged and others, while sustaining and improving attainment and progress of non-disadvantaged.	All children have baseline assessment, so gaps in learning can be identified and progress assessed Intervention groups established and class teaching planned to close these gaps. <b>Using Summer 2021 data as a baseline, there will be a significant improvement in % of pupils meeting expected standard by July 2024</b>
Accelerated progress in phonics across KS1 and KS2 KS2 children who did not previously pass the test, will pass	Baseline assessments carried out in September for all pupils from Reception to Y2. Assessments carried out each half term to measure progress Any KS2 child who didn't pass the check also baselined. Interventions put in place for those needing it All new starters are assessed in phonics <b>There will be a significant increase in the % of pupils passing the phonics check at the end of Y1 (and this year Autumn term in Y2) by Summer 2024</b>
That children will develop their speech, language and communication skills	Screening of children in Nursery and Reception S&L interventions established across EYFS and KS1 <b>There will be significantly improved speech, language and communication skills across the school by Summer 2024</b>
Whole school attendance will improve for both disadvantaged and non-disadvantaged pupils	Attendance officer and Family Practitioner to work closely with families RHE sessions used to promote good attendance with pupils, focussing on well-being. <b>There will be an increased percentage of attendance in line with national by Summer 2024</b>
Pupils' mental health and wellbeing will be a priority across the school.	Teachers trained to identify children with mental health issues

	<p>All children will receive high quality RHE/RSHE sessions</p> <p>MESH team will work with identified pupils</p> <p><b>Pupil surveys and pupil voice, as well as staff observations, will show that there are improved and sustained high levels of wellbeing.</b></p>
<p>Parents will be more positively engaged with their child's learning</p>	<p>Several Parent Workshops every half term</p> <p>Engagement with Google Classroom</p> <p>Communication from school each term, explaining what the children will be learning</p> <p><b>Parental surveys and communication with school will demonstrate increased engagement.</b></p>

## 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)

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.

Budgeted cost: £ £13,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS continuing with Nuffield Early Language Interventions (NELI) in Reception</i>	<u>EEF toolkit: Communication &amp; Language Approaches</u> <i>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</i> <a href="#">EEF</a>	1,2,3,4,7
<i>Whole School Phonics Training and purchase of high quality phonic books - £1000</i>	<u>EEF Toolkit: Phonics</u> <i>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> <a href="#">Phonics   EEF</a>	2,3,4
<i>Regular whole staff CPD opportunities to enhance and sustain understanding of school improvement strands, including: Staffing Academic CPD - £3500 Leadership CPD - £3000 White Rose Maths CPD - £210 Power of Reading CPD - £1000</i>	<u>Teacher Development Trust</u> <i>Research shows that effective CPD helps children succeed and teachers thrive.</i> <a href="#">Why is CPD so important?</a>  <u>EEF - Effective Professional Development</u> <i>Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes</i> <a href="#">Effective Professional Development</a>	1,2,3,4,5
Ensure all teaching staff can identify pupils in need of interventions	<u>EEF - Diagnostic Assessment</u> <i>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups</i> <a href="#">DIAGNOSTIC ASSESSMENT</a>	1,2,3,4,6,7

Ensure all teaching staff can identify pupils in with Social, Emotional and Mental Health issues	<p><u>EEF: Improving Social and Emotional; Learning in Primary Schools</u></p> <p><a href="#">Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</a></p>	3,4,5,6,7
Ensure all teaching staff are trained in the new English curriculum to ensure high quality teaching. Purchase resources for PoR - £1000	<p><u>Teacher Development Trust</u></p> <p><i>Research shows that effective CPD helps children succeed and teachers thrive.</i></p> <p><a href="#">Why is CPD so important?</a></p> <p><u>EEF - Effective Professional Development</u></p> <p><i>Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes</i></p> <p><a href="#">Professional Development Guidance Report</a></p>	1,2, 3, 4, 5
Purchase of standardised diagnostic assessments - £2688	<p><u>EEF- Diagnostic Assessment</u></p> <p><i>Standardised tests provide a reliable measure for strengths and weaknesses and gaps in learning. Enable accurate interventions to be established</i></p> <p><a href="#">DIAGNOSTIC ASSESSMENT</a></p> <p><a href="#">Assessment &amp; Feedback Guidance</a></p>	1,2,3
External Audit into reading across the school to raise standards in phonics and reading £1500	<p><u>EEF: Effective Professional Development</u></p> <p><a href="#">Effective Professional Development   EEF</a></p> <p>External reviewer able to share expertise during a review.</p>	2, 3, 4, 5
Focus on staff workload and wellbeing. Eg: PPA at home for all teachers	<p><u>DfE School workload reduction toolkit</u></p> <p><a href="#">School workload reduction toolkit</a></p> <p><u>Anna Freud Centre</u></p> <p><a href="#">Ten steps towards school staff wellbeing</a></p>	1-7
Ensuring a broad and ambitious curriculum, with a language rich focus	<p><u>EEF Toolkit: Early Literacy Approaches</u></p> <p><i>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes</i></p> <p><a href="#">Early literacy approaches - EEF</a></p> <p><u>EEF Toolkit: Communication and Language Approaches</u></p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills</i></p> <p><a href="#">EEF</a></p>	1, 2, 3, 4, 5, 6

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

Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.

These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.

Learning in one to one and small groups is carefully linked with classroom teaching.

For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.

Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.

Budgeted cost: £ 160,383.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Baseline Assessments to identify gaps in learning</i>	<u>EEF- Diagnostic Assessment</u> <i>Standardised tests provide a reliable measure for strengths and weaknesses and gaps in learning. Enable accurate interventions to be established</i> <a href="#">DIAGNOSTIC ASSESSMENT</a> <a href="#">Assessment and Feedback Guidance</a>	1, 2, 3
<i>Same day in class interventions (TAs) - £16,484.40</i>	<u>EEF Toolkit - Teaching Assistant Interventions</u> <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i> <a href="#">Teaching Assistant Interventions   EEF</a>	1,2,3,4,
<i>Teacher led targeted interventions in Y2 and Y6 – £63,936.48</i>	<u>EEF Toolkit - Small Group Tuition</u> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> <a href="#">Small group tuition   EEF</a>	1,2,3,4
<i>S&amp;L – Therapies External Agencies working across the school from Nursery to Year 6 - £26,000</i>	<i>Early Years and Whole School</i> <u>EEF - Early Language Development Research</u> <i>Evidence shows that 'at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach'</i> <a href="#">Early language   EEF</a> <i>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. <a href="#">Oral language interventions   EEF</a></i>	1
<i>specific intervention programmes led by teaching assistants</i>	<u>EEF Toolkit - Small Group Tuition</u> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the</i>	1,2,3,4

	<p><i>engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p><a href="#">Small group tuition   EEF</a></p>	
<p><i>Parent curriculum workshops</i></p>	<p><a href="#">EEF- Parental Engagement Guidance Report</a></p> <p><i>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><a href="#">Parental engagement   EEF</a></p>	4,5,6,7
<p><i>Engaging with NTP:</i></p> <ul style="list-style-type: none"> <li>• <i>School Led Tutor 25% - £7,335</i></li> <li>• <i>Academic Tutor 5% - £950</i></li> </ul> <p><i>Provide tuition to those whose education has been most impacted by the pandemic, A significant proportion of pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p>	<p><a href="#">EEF- Toolkit</a></p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one and small groups</i></p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p>	1,2,3,4
<p><i>ELSA - Emotional Literacy support given to identified pupils</i></p> <p><i>ELSA Training &amp; Provision - £10,893.12</i></p>	<p><a href="#">EEF - Toolkit:Communication and Language Interventions</a></p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills</i></p> <p><a href="#">EEF</a></p> <p><a href="#">EEF - Toolkit: Social and Emotional Learning</a></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><a href="#">Social and emotional learning   EEF</a></p>	5,6,7
<p><i>SPLD Interventions</i></p> <p><i>Children identified with specific learning difficulties 1:1</i></p> <p><i>Provision - £10,368.12</i></p>	<p><a href="#">EEF Toolkit</a></p> <p><i>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.</i></p> <p><a href="#">- Specific Learning Difficulties</a></p>	1,2,3,4
<p><i>Educational Psychologist - £7200</i></p>	<p><a href="#">EEF – SEN in mainstream school</a></p> <p><i>It is important to acknowledge that there is so much to know about SEND that it is unreasonable to expect teachers to become experts in every aspect of such a broad and varied field. The focus, instead, should be on learning the skills required to understand pupils and their learning needs, gaining the confidence to make decisions based on observations and experience, and knowing when to seek specialist support</i></p> <p><a href="#">SEN in mainstream school</a></p>	1, 3, 5, 6
<p><i>Additional phonic sessions to catch up R-Y2.</i></p>	<p><a href="#">EEF Toolkit: Phonics</a></p> <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</i></p>	2,3,4

<p><i>In addition, extra adult in Y1 to run interventions</i></p> <p><i>TA support 1.5 hrs per day, 5 days per week - £5,965.05</i></p>	<p><i>backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. <a href="#">Phonics   EEF</a></i></p>	
<p><i>New EAL starters receive 1:1 sessions to assist transition into school</i></p> <p><i>Teacher support 0.5 days per week – 4471.16</i></p>	<p><u>EEF- Toolkit</u></p> <p><a href="#">One to one tuition   EEF</a></p>	5
<p><i>Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills</i></p> <p><i>S&amp;E TA Provision 1 day per week - £6780</i></p>	<p><u>EEF - Toolkit: Social &amp; Emotional Learning</u></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><a href="#">Social and emotional learning   EEF</a></p>	5,6, 7
<p><i>Speech and Language Targeted Work</i></p> <p><i>Teaching assistants</i></p> <p><i>Early Years and Whole School</i></p>	<p><u>EEF - Early Language Development Research</u></p> <p><i>Evidence shows that 'at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach'</i></p> <p><a href="#">Early language   EEF</a></p> <p><i>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. <a href="#">Oral language interventions   EEF</a></i></p>	1, 2, 3

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

Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. (EEF)

*At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.*

Budgeted cost: £ 105,634.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RRSA - Rights Respecting Ethos embedded across the school</p>	<p><u>RRSA School award</u>  <i>Children, at Wormholt Park, know they have their rights from birth, they are for life, cannot be taken away and are all equally important.</i>  <i>Underpinned by a common rights respecting language, our children learn about their rights by putting them into practice in school every day, whilst knowing that these rights apply in the wider world.</i>  <i>Our learning climate empowers children to always try their best, support each other and learn to their fullest potential, in a positive and calm school.</i></p> <p><a href="#">The Rights Respecting Schools Award   UNICEF UK</a></p>	<p>1 - 7</p>
<p>Art Therapy  Identified pupils receive Art therapy for a set number of weeks  Art Therapy Provision - £34,700</p>	<p><u>EEF: Improving Social and Emotional Learning in Primary Schools</u>  <i>Social and Emotional Learning is the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</i></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools</a></p>	<p>5, 6, 7</p>
<p>MESH Team  Gardening  Fish Project  Art Mentoring  Creative Therapy Activities Teacher 1 day per week - £13,985.93  Working with identified children to develop social and emotional skills  Transition to Secondary School – Yr 6 Teachers 2 x 2 days - £1680</p>	<p><u>EEF: Improving Social and Emotional Learning in Primary Schools</u>  <i>Social and Emotional Learning is the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</i></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools</a></p>	<p>5, 6, 7</p>
<p>Attention Autism  Small group work with identified pupils  CPD - £295</p>	<p><u>EEF – SEN in mainstream school</u>  <i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled</i></p>	<p>1, 5</p>

	<p>to provision that supports achievement at, and enjoyment of, school.</p> <p><a href="#">SEN in mainstream school</a></p>	
<p>Working with parents and external agencies to improve attendance Attendance Officer - £30,665.52</p>	<p><u>DfE: Improving School Attendance</u> Schools need to offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families <a href="#">Improving school attendance: support for schools and local authorities</a></p>	7
<p>Working with vulnerable families to support attendance and pastoral care Family Practitioner Provision - £12,500</p>	<p><u>EEF - Parental Engagement Guidance Report</u> Communicate with parents to support attendance and pastoral care <a href="#">Parental engagement   EEF</a></p>	4, 5, 6, 8
<p>Breakfast club ensures every child who needs it eats a healthy breakfast</p>	<p><u>EEF - Magic Breakfast</u> The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast. <a href="#">Magic Breakfast   EEF</a></p>	4, 6, 7
<p>ELSA - Emotional Literacy support given to identified pupils</p>	<p><u>EEF - Toolkit: Communication and Language Interventions</u> Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills <a href="#">EEF</a> <u>EEF - Toolkit: Social and Emotional Learning</u> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">Social and emotional learning   EEF</a></p>	5, 6, 7
<p>RSHE sessions - weekly sessions delivered</p>	<p><u>EEF - Toolkit: Social and Emotional Learning</u> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">Social and emotional learning   EEF</a></p>	5, 6, 7
<p>Staff Wellbeing</p>	<p><u>DfE School workload reduction toolkit</u> <a href="#">School workload reduction toolkit</a> Anna Freud Centre <a href="#">Ten steps towards school staff wellbeing</a></p>	1-7
<p>Trips and Workshops costs - £3,000</p>	<p><u>EEF Toolkit: Life Skills and Enrichment</u> At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. <a href="#">Life skills and enrichment   EEF</a></p>	6
<p>Music tuition costs - £3810</p>	<p><u>EEF – Toolkit</u> There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p>	4, 5, 6

	<a href="#">Arts Participation</a>	
<p><i>Skills Builder Programme - Our school is part of an exciting programme called Skills Builder. The mission is to “equip young people with the skills, experiences and aspirations they need to succeed in life”. Cost £5000</i></p>	<p><u>EEF Toolkit: Evidence on life skills and enrichment from By ‘Character’, we mean a set of attitudes, skills and behaviours that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.</u></p> <p><a href="#">Life skills and enrichment   EEF</a></p>	1-5
<p>Wellbeing for Families Other support given to our families during and post lockdown</p>	<p>Felix Project Second-hand uniform Second-hand book Sales Outdoor Library Parent Workshops Emergency donations Referrals to foodbank Referrals to Summer holiday schemes Learning Packs distributed Toiletries Packages Family Practitioner School Nurse SENCO Coffee Mornings Weekly Newsletters Transition to Secondary School for Vulnerable pupils</p>	6

**Total budgeted cost: £ £279,917.78**

## Part B: Review of outcomes in 2020-2021

### Pupil premium strategy outcomes

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

The impact of Covid-19 on the pupils' learning has been significant, despite the high quality remote learning delivered. A large number of our families struggled significantly during lockdown, despite the support the school put in place. There has been a significant rise in safeguarding referrals and pupils being placed on Children in Need and Child Protection Plans.

After the Spring Term Lockdown, baseline assessments were carried out and it was evident that pupils had been negatively impacted. The end of Summer Term in-school data, however, demonstrated that Covid-19 catch-up funding had a positive impact on children's progress towards their targeted level of learning.

#### **2020-2021 Targeted Academic Support**

##### Priority 1

*Ensure all disadvantaged pupils have access to high quality remote learning.*

*Develop maths scheme across the school, to reduce the gap between disadvantaged and other pupils.*

The school introduced Google Classroom and remote learning was delivered via this platform. The curriculum was broad and ambitious. We also ensured that pupils had access to interventions, for example, 1:1 reading. Engagement was closely monitored and parents were regularly contacted if their child wasn't engaging. The school received a significant number of laptops, which were distributed to pupils, alongside Internet access for those needing it. Disadvantaged pupils were prioritised for the laptops. The engagement increased dramatically after the first two weeks and was sustained throughout lockdown.

The school purchased a new maths scheme (White Rose Maths) plus CPD to ensure all staff were fully prepared to deliver high quality lessons. WRM has been delivered across the year, including during lockdown. Data has demonstrated that the percentage of children reaching expected levels is increasing. The school will continue to monitor the impact over 2021-2022.

##### Priority 2

*To minimise the impact of school closure/COVID 19 pandemic on pupil's progress and attainment in all subject areas - Ensure all disadvantaged pupils receive catch up intervention teaching to close gaps in learning as a result of school closure*

During lockdown, children received differentiated tasks daily and were able to join specified intervention groups. Post school closure, assessments were carried out, to swiftly identify children in need of catch up interventions. These interventions ran for the rest of the Summer term and their impact was closely monitored. The data showed that the catch-up programmes had a positive impact on pupils' progress towards their targeted level of learning. The school recognises that the impact of Covid-19, has been significant on our pupils and that it is essential that the catch-up programmes continue to run in 2021-2022, to enable the pupils to reach their expected levels.

#### **2020-2021 – Wider Strategies**

##### Priority 1

*During Lock Down - Ensure support is given to disadvantaged children: free school meal vouchers, Felix Project, Outdoor Library, art therapy, Speech and Language support, Family*

*Support Officer, contact with school offering support with remote learning (speaking to children and encouraging them to log on etc)*

The school ensured that during lockdown, families who were struggling were supported. We held our Felix Project (foodbank) weekly

- We offered an outdoor library, where parents could borrow books and learning resources and get advice from SLT about any issues with remote learning
- Our Family Practitioner was in regular contact with identified families
- Teachers called parents weekly to check in
- Speech and Language Support was delivered

The school ensured that families understood how to access help during lockdown and post lockdown. There has been work with outside agencies to ensure families access support.

Priority 2

*To minimise the impact of school closure/COVID pandemic on children’s Social, Emotional and Mental Health, staff to identify children with SEMH needs. Develop a MESH team (ELSA, Art Therapy, Art Mentoring, Gardening, Music tuition) Increase the emphasis on and time dedicated to PSHE and PSED in the curriculum (Remote and post lockdown)*

Staff received CPD to ensure confidence in identifying children with SEMH needs and strategies to support them.

MESH team was established and has further developed over the year. Identified pupils have received therapies, mentoring and tuition.

Through observations and discussions, the impact of the MESH team has proved to have had a positive impact on pupils’ social, emotional and mental health. However, there are still a considerable number of pupils who will need to access this support over the next academic year and beyond. .

## 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
Maths Scheme	White Rose Maths <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>
ELSA	ELSA Network <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a>
Skills Builder	Skills Builder Partnership <a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a>
Power of Reading	Centre for Literacy in Primary Education <a href="https://clpe.org.uk/books/power-of-reading/about">https://clpe.org.uk/books/power-of-reading/about</a>
Music Programme	