

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	Doxey Primary School
Number of pupils in school	179 (<i>December 2021</i>)
Proportion (%) of pupil premium eligible pupils	53% (<i>December 2021</i>)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tracey Wynn Headteacher
Pupil premium lead	Sarah Sergeant Assistant Headteacher
Governor lead	Richard Turner Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117,015
Recovery premium funding allocation this academic year	£ 13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 130,500

Part A: Pupil premium strategy plan

Statement of intent

We recognise that 'disadvantaged' includes:

- Children eligible for Free school meals (FSM)
- Children eligible for Pupil Premium Grant (PPG)
- Looked After Children (LAC) Children in Care (CiC) and Previously Looked After Children (PLAC)
- Children with English as an Additional Language (EAL)
- Single parent families
- Families with safeguarding concerns
- Children experiencing trauma informed or attachment behaviours
- Families who are 'just about managing'

The Pupil Premium funding will support any pupil or groups of pupils the school identifies as being disadvantaged.

Our aim is that every pupil, irrespective of background, feels like they belong and that they are ready to learn and achieve their full potential. We strive to support our pupils to become confident, articulate and ambitious individuals, and in order to do this, we have built our bespoke curriculum around our core drivers of; possibilities, vocabulary/oracy, wellbeing and independent thinking.

Our pupils' needs drive our strategy and equity for all pupils is at the heart of this. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

We recognise that every interaction matters and that if children feel safe, valued and liked they are ready to learn. We have 'meet and greets' every day at the entrance to each class and our Behaviour Regulation Policy emphasises highlighting the positive behaviours rather than negatives. This helps develop strong relationships across the school.

Some examples of our positive strategies include (but are not limited to);

- Recognition boards
- Postcards home
- Positive phone calls home
- Hot chocolate with the Head
- Star of the week
- Dojo points and awards
- Value stickers

Our Pastoral Team of six includes, our Designated Safeguarding Lead (DSL) and Deputy DSLs, SENDCo and Learning Mentor. Their role includes providing additional support in our 'Bottled Room' (our emotionally safe space) and this year we will extend this further to include a nurture provision. Due to our pupils' increasing Social, Emotional and Mental Health (SEMH) needs, we have two Emotional Learning Support Assistants (ELSA). They provide bespoke support to identified pupils who are referred by teachers or parents. Our intention is that this will address behavioural challenges that may disrupt learning for all if not tackled.

At Doxey, we believe that together with good pastoral care, inclusive teaching and learning is the best lever for tackling disadvantage. In every class we have high expectations for all and these consistently high expectations are underpinned by;

- building strong relationships (SEMH)
- scaffolds for learning
- targeted adult support
- good modelling of learning and expectations
- skilful questioning
- peer collaboration and discussions
- retrieval practice
- development of subject-specific vocabulary
- quality and timely feedback
- emotional regulation

Ultimately, the approaches we have adopted complement each other to help all of our pupils excel, irrespective of socio-economic disadvantage. We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every one can achieve.

Our ultimate objectives are:

- To ensure our curriculum offer is equitable
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that our disadvantaged children are proportionally represented in all school activities, both formal and informal curriculum
- Develop increasingly positive relationships with families and individual children

In order to achieve these objectives, we aim to focus on day to day experiences in the classroom, which includes both formal and informal curriculum. We will do this by;

- Developing a mastery approach across the curriculum by setting and maintaining the highest of expectations for all - scaffolding learning up rather than differentiating down
- Ensuring curriculum equity for all - avoiding doubly disadvantaging our already disadvantaged learners by narrowing their curriculum
- Ensuring that academic interventions are targeted (based on diagnostic assessment), reviewed regularly and delivered by the most appropriate adult
- Ensuring that feedback is effective. Key to feedback is the relationship between adult and child, the self-efficacy of the pupil and consistency of the adult providing the feedback
- Build pupil's vocabulary starting with early language interventions and developing oracy in the classroom through structured teaching to ensure that the language rich pupils don't dominate the classroom while the language poor sit on the fringe.
- Build a language rich environment - avoid presumption of language to allow for inclusion and prevent 'desktop truancy'.

- Ensure our informal curriculum proportionally represents our school - less confident children will need to be approached about opportunities, they may not seek them out
- Use a range of diagnostic assessments that are aggregated together for the biggest impact
- Be clear about the issues that are being addressed and how we know they are being addressed.
- Our broader curriculum is 'poverty proofed' - ensure children have first-hand experiences to use in their learning. Poverty proofing will include additional support to disadvantaged learning to ensure visits made into school or special days (such as World Book Day) are accessible for all
- Additional support for children with SEMH needs is identified, made available and monitored routinely for impact.

Challenges

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

Challenge number	Detail of challenge
1	Behavioural issues and children with social and emotional issues and mental health (SEMH). Our assessments (including analysis of behaviour incidences) identify that our disadvantaged children are disproportionately affected by poor SEMH. The lack of social interaction, enrichment opportunities and limited parental support during school closures have exacerbated the gap between them and their non PP peers. A large proportion of reported behaviour incidents are involving eligible pupils.
2	Narrowing the attainment gap. National studies support our internal assessments, indicating that many of our disadvantaged pupils have been impacted by partial closure to a greater extent than for other pupils. This has adversely affected the attainment of our disadvantaged pupils. Our current Year 2 - Year 6 classes all show gaps in attainment across subjects (with the exception of Writing and Maths in Year 2). These range from a 5 percentage point difference to a 35 percentage point difference.
3	Speech and language development is well below average when children start school in Reception. In KS2 poor oral skills and underdeveloped vocabulary is more prevalent in our disadvantaged pupils than their peers. Oracy must take a high priority in the school curriculum.
4	Our disadvantaged learners have limited experiences outside of school. We need to provide opportunities for children to experience a range of activities that they would otherwise not be able to access, and to make them aware of the range of possibilities life has to offer.
5	Reading and comprehension - our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. We know that many of our disadvantaged families have limited, if any, access to reading literature outside of the school.
6	Safeguarding and complex family situations. These complex situations prevent children from flourishing. This inevitably has a consequence on pupils' ability to focus, learn and achieve their potential. Early help is offered to prevent problems escalating, but often children arrive at our school already with safeguarding concerns and external agency involvement.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce behavioural incidents and achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from pupil voice reporting that they feel happy, safe and valued in school • quantitative data from our SEMH assessment trackers (SDQs, Boxall profiles) • Learning behaviours improve allowing all children consistently good or better learning opportunities. • Fewer behaviour incidents recorded for disadvantaged pupils on the school system. • Children are increasingly able to identify and regulate their emotions • Teachers understand possible reasons for behavioural challenges and appropriate responses to them
Increasing outcomes for all and diminishing the difference in outcomes between disadvantaged and non-disadvantaged	<ul style="list-style-type: none"> • Improved outcomes for PP children, closing the gap towards national averages in all core subjects and the gap differential between PP and non PP peers. • Overall increase in attainment for all pupil, closing the gap on National Averages in all subjects. • Impact of intervention is seen in class
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • WellComm data shows pupils narrowing the gap towards National Averages. • Children's vocabulary and oracy will be developed through early foundations and opportunities within the wider curriculum such as; tea party, debating, Christmas plays
To provide opportunities for children to experience a range of activities	<ul style="list-style-type: none"> • Pupils develop more positive opinions and attitudes towards school • Children develop self-belief and a greater confidence • Children develop positive behavioural characteristics • Children become increasingly aware of other possibilities in life
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • PP children develop a love of reading. • Increase in reading ages.

	<ul style="list-style-type: none"> • School outcomes in 2023/24 show that more of our disadvantaged pupils meet the expected standard. • Volunteers act as positive male role models embedding the attitude of reading for all
Other	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is above 95% • Children are in class on time and ready to learn

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: £ 34,132.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>Member of SLT to be available for cover to improve the capability of subject leaders to plan, monitor and assess their subject needs. Monitoring time is built into the school monitoring cycle for all subject leaders.</p>	<p>We have evaluated the capacity of staff within the school and recognise that in order for CPD to be effective for subject leaders we need to support staff to be able to develop their roles. We identified a member of SLT who will take on the cover and support role for all curriculum areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,4,5
<p>Purchase of standardised diagnostic assessments. Further training for staff to ensure assessments are interpreted and administered correctly</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>The question level analysis on our standardised tests provides reliable insights into the strengths and areas for development for each pupil/group of pupils/whole school. These assessments also provide suggested intervention programmes to address gaps.</p>	2,5

<p>Further development of our maths teaching and curriculum in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to continue using the Maths Hub for support through the Embedding Mastery programme over the next 2 years. Purchasing of Power Maths scheme to enhance subject knowledge in staff and provide consistency across school.</p>	<p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year if pupils allowed to collaborate in their learning. Whilst we are adopting a master approach to all curriculum areas, evidence shows that the positive impact is higher in primary school pupils and particularly in mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The DfE non-statutory guidance has been produced in conjunction with the NCETM (National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p>	<p>2</p>
<p>Improve the quality of Social and Emotional learning (SEL) SEL will be further developed through Jigsaw programme and embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>SEL approaches +4 months' additional progress in academic outcomes over the course of the year</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. It is also important to note the impact this has on staff wellbeing; there is evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate and teachers reporting lower stress levels. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1,2,6</p>

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

Budgeted cost: £ 48,985.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training, implementing and resourcing of WellComm (a speech and language intervention) purchased to improve speech and language in the early years to Y1.	<p>The average impact of oral language approaches has a high impact on pupil outcomes of 6 months' additional progress.</p> <p>"The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances" Jean Gross, Time to Talk, 2013</p> <p>The evidence that suggest pupils from lower socioeconomic background are more likely to be behind than their more advantaged peers in early speech and language skills, is backed up by our analysis of our school starters.</p> <p>The WellComm programme continues beyond EYFS/Year 1 and will also allow children better methods to communicate.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3,5
Additional phonics sessions targeted at pupils who require further phonics support. This will be directed by our phonics leader.	<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. Teaching phonics is more effective on average than other approaches to early reading</p> <p>In order to accelerate the progress of our EYFS/KS1 cohort we realised the need for an additional TA to work 1:1 with targeted children for WellComm and/or phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,5
Small group maths interventions from qualified maths teacher to build confidence in pupils	<p>Having analysed our KS2 cohorts we identified a number of children whose confidence had declined, particularly in Maths, since lockdown. By going out in a small group (no greater than 6) with a qualified maths specialist this will build their confidence and self-belief in challenging topics. It also allows the opportunity for deep seated misconceptions to be addressed.</p> <p>The KS2 teachers also works alongside the Y6 teacher and TA to support targeted children in writing and reading.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,5
Individualised maths interventions through Third Space Learning (digital)	<p>There is evidence that digital technology can be used effectively to provide individualised instruction, which can have a positive impact of 4 months over the course of a year.</p>	2

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>In a trial with Rising Stars (the Third Space Learning programme developer), pupil receiving individualised instruction for maths from Third Space Learning made 7 months progress in 14 weeks</p>	
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. The proportion of pupils receiving tuition is in proportion to the schools overall percentage of pupil premium pupils	<p>One to one tuition and small group tuition are both effective interventions when targeting specific needs and knowledge gaps.</p> <p>Small groups evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>One to one evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,5
Intervention groups based on Shine reports	<p>Small group tuition has an average impact of four additional months progress over the course of a year</p> <p>Diagnostic assessments in Maths and Reading produce individualised or group intervention suggestions complete with resources to address particular needs. These interventions are then carried out in small groups. Evidence show that the small group is more effective when the pupils' specific needs are targeted.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,5
Speech and language support	<p>There is evidence that the rate at which children develop language is more effective if the quality of input that children receive from the adults around them is high quality.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	2, 3, 5
Phonics coordinator	<p>Teaching assistants have the highest impact when delivering a specific intervention. Our phonics coordinator assesses and manages interventions and resources to support the interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 5

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

Budgeted cost: £ 89,702.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and literacy support assistants (ELSA)	<p>We have evaluated the SEMH needs of our children and trained 2 staff members in Emotional Literacy Support. The specialised ELSA programme is targeted at students with particular social or emotional needs. A large proportion of these children are eligible for pupil premium (60% December 2021). Targeted SEL interventions focussing on improving social interaction, according to research, tend to have an impact of 6 months progress over the year. Evidence shows that children from disadvantaged backgrounds have weaker SEL skills than their peers, so these interventions support them to build positive relationships with peers and develop emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 5
Creation of our regulation room 'Bottled Room', our emotionally honest space which is manned by 2 staff members every day. If children are not able to self-regulate using the regulation station in the classroom they can ask to go to the bottle room where they can co-regulate their emotions. This will get them back to the green zone and then back into the classroom	<p>Having introduced Regulation stations into classrooms it became apparent through teacher and pupil voice that an additional space was needed to support pupils regulate their emotions. The evidence indicates that explicitly teaching strategies of self-regulation can potentially have an impact of +7 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Evidence shows that being able to effectively manage emotions will be beneficial to children and young people - we do need to carefully monitor the impact of our room</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2
Pupil Premium Coordinator to ensure that the pupil premium funding reaches the groups of pupils for whom it is needed and that it makes a significant impact on	<p>Research suggests that a pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. School leaders should not assume that strategies which have been effective in one year will continue to be effective in another.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,4,5

their education. Their role is also to identify hard to reach families and put processes in place to build relations.		
Educational Psychology services	On average, SEL interventions have an identifiable and significant impact on attitudes to social relationships in school and attainment itself. Our child psychologist works with targeted pupils and their families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,6
Subsidising educational visits; including residential visits	Whilst there is limited evidence on the impact on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school. Educational visits, residential or otherwise, do provide our disadvantaged pupil with activities that they may not otherwise experience and highlight places they can visit and activities they can participate in or develop later in life.	1,4
Building an inspirational curriculum based around our core curriculum drivers	Research shows that pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. Our WOW sessions and workshops (ie. Indian dancing) are used to create a hook and purpose to learning, creating engagement and motivation for pupils to learn and continue learning.	1,2,4, 5
Instrumental music lessons	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,4
Subsidising out of school care (before and after school clubs)	The revised EEF report on the impact of breakfast clubs still find that the impact for KS1 pupils is an additional 2 months progress over the year, whereas the KS2 outcome has been reduced to 0 months. https://educationendowmentfoundation.org.uk/news/ef-statement-republication-of-the-evaluation-of-school-breakfast-clubs Our subsidies for out of school care are grounded in preparing some of our most disadvantaged pupils for learning. By spending time in our breakfast club particularly we have found that the transition from home to school is a more positive one.	1,2,4,6

	We ensure that no child starts their learning hungry by providing breakfast bagels for all (see Magic Breakfast below).	
Extra-curricular sports	Evidence shows that there is a positive impact of +1 month on academic attainment. However, our reasons for offering free after school sports clubs are not just based around their academic attainment. We know our disadvantaged pupils are less likely to be involved in clubs outside of school for many reasons. By offering free access, we are allowing our children to discover other areas they can be successful at, develop teamwork and belonging and enjoy structured physical activity. All of these help develop the self-efficacy of our children. Being involved in extra-curricular sporting activities may also increase attendance and retention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,4
Magic Breakfast annual membership	In order that no child is too hungry to learn we offer bagels first thing in the morning on the playground. Pre-Covid this reduced the lates/absences particularly of our disadvantaged pupils. Our membership also supports disadvantaged families through the school holidays by offering a breakfast provision delivered directly to their homes fortnightly. Our membership has also provided us with two class sets of books and introduced us to the Reading Champions programme (see further information) https://educationendowmentfoundation.org.uk/news/ef-statement-republication-of-the-evaluation-of-school-breakfast-clubs	1,2,3,4,5,6
Safeguarding DSL team case management and supervision	Evidence in our school safeguarding system highlights the correlation between children that are in receipt of PPG, and children with safeguarding concerns. Of the 15 children we have currently in tier 4 and tier 3 (10 and 5 respectively), 91% of these pupils are eligible for pupil premium. The DSL and DDSLs conduct safeguarding meetings fortnightly to review open concerns and plan actions needed to ensure continued safety for all pupils.	6

Total budgeted cost: £ 172,821.03

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.

Covid closures from March 2020 to February 2021 led to national tests being cancelled in July 2020 and there is therefore no national data. Internal assessments during 2020/21 show the impact of partial school closures upon our pupils. The impact of Covid-19 disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. This impact was mitigated in the second lockdown by our resolution to maintain a high quality curriculum aided by use of paper resources, online resources and platforms.

At the end of Autumn 2020, assessments were completed to establish the impact of the pandemic upon lost learning. Across the school, the average percentage of children whose reading reached national expectations was 41% in KS2 and 38% in KS1. The average percentage of children achieving age-related expectations in writing was 18.5% in KS2 and 37.5% in KS1. The average percentage of children achieving age-related expectations for maths was 23% in KS2, 35% in KS1.

In September we were forced to close the UKS2 bubble for 2 weeks. Our analysis of this time showed that; Of the 31% of children who **didn't** bring work back (as was the expectation), 75% of these were PP children and 25% EAL. Of the 69% of children who brought work back only 30% of these were PP children. We investigated this further and in November 2020 we conducted questionnaires with pupils, teachers and parents to ascertain strengths and areas for development in our remote learning offer. We had a 23% reply rate from parents and by triangulating this data we were able to update our remote learning policy.

The pupils were then required to complete remote learning for virtually a whole term (until 8th March 2021.) The curriculum was adapted during this time to allow for more engagement by parents with the subjects being covered. For example; switching to 'Food Glorious Food', rather than 'Journey through Time' in KS1 meant that families could get more involved and lessons could be planned around resources readily available in most homes. As with our first lockdown, paper copies of work were provided along with any resources needed such as charcoal for art, or basic equipment for science. We did see an increase in pupil engagement although disadvantaged pupils still fell behind their non-disadvantaged peers.

At the end of the summer term, having been in school for the whole term, formal standardised assessments were completed. The average percentage of pupils achieving age-related expectations for reading was 47% in KS2 and 32% in KS1. The average percentage of children achieving age-related expectations in writing was 26% in KS2 and 35% in KS1. The average percentage of children achieving age-related expectations for maths was 32% in KS2 and 39%

in KS1. This shows that increases in attainment were slightly less for Reading and Writing in KS2 and in KS1 there was a small drop in attainment for Reading and Writing.

The pupil premium strategy plan for this academic year had been considerably affected by the pandemic. However, CPD for both teachers and support staff continued to be provided remotely particularly for maths and 'Thinking Differently for Disadvantaged Learners' training. Upon return to school, monitoring took place where possible within the strict COVID guidance.

All pupils in EYFS and Y1 were assessed and then targeted pupils were identified for additional support. These pupils made good progress with their phonics despite the pandemic and remote learning.

Throughout the pandemic, considerable SEMH support was provided by the SENDCo and Learning Mentor led by the Senior Leadership Team. We were successful in ensuring school attendance during all lockdowns for all but one of our most vulnerable pupils and followed a strict process of making contact with all children once a week. For our more vulnerable children, contact was made three times a week, often accompanied by home visits. This supported pupils with their readiness to learn. Throughout the lockdowns food hampers were provided for our disadvantaged families and delivered in many instances. Upon return to school, further SEMH developments were made with the new Pastoral Team being created. This led further to the introduction of our 'Bottled Room' in September 2021, staffed full time by two adults. We continue to build on these approaches in this current strategy.

Attendance was not reportable this year due to Covid.

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
WellComm	GL Assessment
Thinking Differently for Disadvantaged Learners	Challenging Education
Jigsaw	The Jan Lever Group

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That includes:

- Use of Commando Joe's to develop Character education. This evidence-based, government-supported RESPECT (Resilience, Empathy, Self-awareness, Passion, Excellence, Communication, Teamwork) programme enables our pupils to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement
- Utilising a DfE grant to train a senior mental health lead. This will develop our understanding of pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents.
- Engaging in the Magic Breakfast Magic Reading Champions programme. Through this programme the children will benefit from meeting positive role models and be role models for other children in the school. The programme is designed to 'increase children's love of reading and exposure of reading, they will be equipped with life-long skills that will impact their whole lives.' [1 Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading CLS working paper 2013/10]
- Reading volunteers in school will provide good male role models and share individual time with our disadvantaged learners.
- As a magic Breakfast member we received two class sets of text books which we were able to distribute to all children in Year 4 and 5. This ensured that all PP and non-PP pupils received a copy without any stigma being attached.
- Enrichment activities are provided twice per half term for all year groups from Year 1 - Year 6 to widen experiences children are exposed to.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we referred to the completed training from 'Challenging Education' (Thinking Differently for Disadvantaged Learners) and focussed in on the strategies that we believe will be most effective in our setting.

We looked at a number of reports, studies and research papers about effective use of pupil premium, and read in detail around the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy to work out which activities and approaches are likely to work in our school. We will continue to use it, and additional guidance tools, through the implementation of activities.

We have a detailed system to monitor the needs and progress of all pupil premium children across the school. These challenges have been identified in this strategy and these are discussed in termly pupil premium pupil progress meetings with SLT, SENDCo and teachers.

We aim to have a robust evaluation for the duration of our three-year approach and we will adjust our plan over time to secure better outcomes for our pupils.