



Pupil premium strategy statement

This statement details Horton Grange Primary 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	Horton Grange Primary School
Number of pupils in school	728
Proportion (%) of pupil premium eligible pupils	31% (227 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Marshall
Pupil premium leads	Sabia Begum and Lynda Salthouse
Governor / Trustee lead	Jennie Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 305,315
Recovery premium funding allocation this academic year	£ 28,855
National Tutoring Programme School Led Funding	£22,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 356,850

Part A: Pupil premium strategy plan

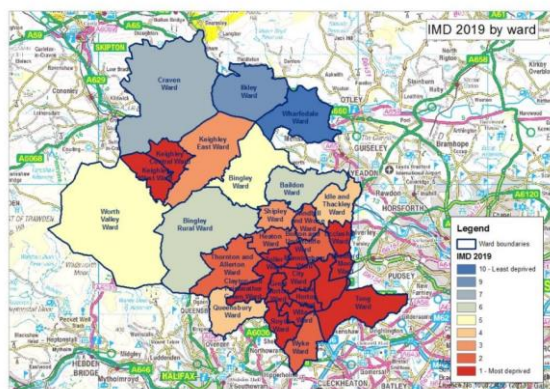
Statement of intent

Horton Grange Primary School is committed to ensuring that all pupils regardless of their background and individual challenges, have high aspirations for themselves and achieve academic success across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this success and support them to reach their full potential.

Our pupil premium strategy will consider the challenges faced by our disadvantaged and vulnerable pupils including the wider socio-economic challenges faced by our school community.

Context

The latest Index of Multiple Deprivation 2019 ranks Bradford as the 5th most income deprived district in England. There are 14 wards which fall within the 10% most deprived in England and Great Horton is one of these wards.



Great Horton is in the 10% most deprived areas in England for: Employment, Income, Education Skills and Training, Crime and Living Environment. Great Horton is also in the second most deprived decile for Health and Disability.

Our strategy ensures that the barriers to education and development are identified early and addressed effectively to ensure any differences in attainment, achievement, and opportunity between those children who are disadvantaged, and other learners is diminished. At the heart of our approach is high-quality teaching, robust diagnostic assessments, high quality resources and proven strategies and programmes to support all pupils in their learning and progress. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy incorporates wider national plans for education recovery, notably in accessing and utilising the support being offered through the National Tutoring Programme

Overarching Aims

- To diminish the attainment gap between disadvantaged and non-disadvantaged pupils
- To build the cultural capital of children from disadvantaged backgrounds through a broad and balanced curriculum; opportunities to take part in extra-curricular activities, visits and experiences to build on skills and knowledge
- To develop high levels of literacy, language and communication skills
- To ensure disadvantaged pupils attend school regularly and on time
- To develop stronger more supportive and nurturing home environments
- To support parents in understanding and developing confidence in addressing their children's needs
- To support the well-being of disadvantaged pupils
- To raise aspirations of pupils and the wider school community

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts on their development as readers.
2	Assessments, observations and discussions with pupils indicates that in reading disadvantaged pupils find inference more difficult than their peers. This is partly contributed to limited exposure to the nuances of language used in a variety of contexts.
3	Assessments and observations show that writing has been adversely affected across KS1 and KS2 due to COVID school closures and individual absence due to COVID. Assessments and discussion with pupils indicate that they find writing more difficult than their peers.
4	Assessments and observations indicate that a greater proportion of disadvantaged pupils find reasoning and problem solving more challenging than their peers.
5	Our assessments, including discussion with pupils, parents, carers and external agencies have identified an increasing number of pupils with social and emotional developmental needs. Including dealing with anxiety, bereavement, domestic abuse and lack of social interactions beyond their immediate family. National studies also indicate that this has impacted on disadvantaged pupils to a greater extent than their peers.
6	Developing parental confidence in supporting children with their learning at home and taking a more active role in their child's education.

7	Persistence absence particularly due to extended leave, heightened because of COVID and families being unable to travel in the last two academic years. Reduced resilience with some families and change in attitude towards importance of attendance and punctuality
8	Assessments and teacher observations indicate that the progress of higher attaining pupil premium children reaching higher standards in reading, writing and maths is lower compared to their peers
9	Discussion with pupils supported by national research indicates that pupils from disadvantaged backgrounds have limited life experiences and opportunities to access cultural and sporting activities.
10	Observations and teacher assessments show that many children including pupil premium, enter Reception with skills below what is typical, particularly in communication and language. Underdeveloped oral language skills continue to be a barrier particularly for pupil premium pupils in KS1 and KS2

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
Disadvantaged pupils develop high levels of literacy, language and communication skills	<ul style="list-style-type: none"> • Language/communication difficulties are identified early and early intervention is put in place and this is evidenced through provision mapping • Triangulated evidence from pupil observations, pupil discussions teacher observations, book scrutiny and ongoing formative assessments demonstrate disadvantaged pupils have high levels of oracy, increased confidence in communication and use a wider breadth of vocabulary • Disadvantaged pupils' phonics screening check outcomes are inline or better than non-disadvantaged pupils nationally • Disadvantaged pupils' outcomes in writing are in line with non-disadvantaged pupils nationally including at the higher standard • A significant increase in disadvantaged pupils reading more regularly at home • Reading assessments show significant progress in fluency in disadvantaged pupils

<p>Disadvantaged pupils continue to attain at least in line with their non-disadvantaged peers nationally in reading, writing and maths</p>	<ul style="list-style-type: none"> • In all years disadvantaged children continue to attain at least in line with their non- disadvantaged peers in Reading, Writing and Maths • More able disadvantaged pupils achieve the higher standard at least in line with their non- disadvantaged peers in Reading, Writing and Maths • Evidence from formative and summative assessments show that disadvantaged pupils receive targeted intervention early to accelerate progress • Impact and evaluations of interventions demonstrate that they are of a high quality and achieve targeted outcomes
<p>Improved attendance and punctuality of disadvantaged pupils</p>	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally • Persistence absence for disadvantaged pupils is lower than the national figure • Whole school attendance is inline or better than the national average
<p>To develop high levels of cultural capital for disadvantaged pupils develop</p>	<ul style="list-style-type: none"> • Parental surveys, qualitative data from pupil voice and the school's curriculum demonstrates disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests within the school day and as part of extra-curricular activities beyond the school day • There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school • 100% of disadvantaged pupils access all school trips and visits planned for their class • School's curriculum as evidenced by pupil voice, lesson observations and book scrutiny show disadvantaged pupils are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
<p>Disadvantaged pupils are supported and nurtured at home by parents who understand</p>	<ul style="list-style-type: none"> • All parents attend parents' evenings

<p>and are confident in addressing their child's needs</p>	<ul style="list-style-type: none"> • Good attendance at parental workshops/ classes and assemblies and other school events • Parental surveys and discussions demonstrate that parents feel that the school provides them with information about how to support their child's learning at home, including information about the school's methods of teaching reading, writing and maths and how to help their children learn to read • All disadvantaged pupils engage with remote learning as evidenced by pupil work
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils</p>	<ul style="list-style-type: none"> • Monitoring shows that all pupils including disadvantaged pupils are highly motivated and show high levels of engagement in all areas of learning • Monitoring shows that all pupils including disadvantaged pupils are resilient in the face of challenges • Qualitative data from pupil discussions and observations show pupils can recognise their own wellbeing needs and have strategies to support their own and others wellbeing • Good level of participation from pupils and families accessing support from external agencies and organisations to support wellbeing

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: **£ 250,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DFE Validated Systematic Synthetic Phonics Programme 'Bug Club Phonics' to secure strong phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2 and 3</p>
<p>CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching</p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-</p>	<p>1,2,3, 4, 8 and 10</p>

<p>and support across the curriculum. Continuing to ensure new and previous initiatives are effective.</p>	<p>gap&utm_medium=search&utm_campaign=site_search&search_term=well</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p>	
<p>Purchase of standardised diagnostic assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support or challenge through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p>	<p>1,2,3, 4, 8 and 10</p>
<p>CPD and training in research on best pedagogy to support learning e.g., cognitive load</p>	<p>Continue to develop staff's understanding on how to structure and deliver new content to support pupils in acquiring and securing knowledge and skills. Evidence from Sutton's Trust research indicates that use of proven effective pedagogy results in improved outcomes and greater progress for pupils.</p> <p>https://www.cese.nsw.gov.au//images/stories/PDF/Cognitive_load_theory_practice_guide_AA.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	<p>1,2,3, 4, 8 and 10</p>
<p>Purchase of writing resources to support development of writing:</p>	<p>Whole school initiative to supporting pupils with developing ideas, vocabulary and organisation of writing. EEF guidance supports clear whole school approach developing oracy and vocabulary to support writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>3,8,10</p>

Mighty Writer		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Continue to work with the English Speaking Union to embed practice across school</p>	<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2,3,10
NACE accreditation programme	<p>Ensuring curriculum continues to meet the needs of more able learners including those from a disadvantaged background who are at risk of not reaching their full potential. Various research evidence from Suttons Trust indicates that raised teacher expectations results in higher outcomes for all pupils.</p> <p>https://www.nace.co.uk/blogpost/1814360/374979/Why-focus-on-more-able-learners</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>Research: the consequences of Covid for teachers and leaders (schoolsweek.co.uk)</p>	2,3,4,6,8,9,10

<p>Training and deployment of Mental Health Lead, Mental Health First Aiders and Mental Health Champions</p>	<p>Research indicates that pupils have suffered from various traumas, insecurities and challenges during the COVID pandemic that will impact on their social interactions with peers, transition to school and readiness and ability to learn. Pupils from disadvantaged backgrounds have been disproportionately impacted. Targeted support will be required to enable these pupils to overcome their challenges and maintain a good level of well-being.</p> <p>Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p> <p>Children and young people's mental health: prevention evidence - GOV.UK (www.gov.uk)</p>	<p>5,7</p>
<p>Recruitment and training of Pastoral worker x 2</p>	<p>EEF recommendations 'Working with Parents to Support Children's Learning' recommends offering more sustained and intensive support where needed. Pastoral Workers will support parents in accessing appropriate services, classes and workshops and will also support in building a strong, trusting relationship between parents and school.</p> <p>Pupil Premium Parental Engagement - The School Planner Co</p> <p>Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p> <p>Children and young people's mental health: prevention evidence - GOV.UK (www.gov.uk)</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5,6,7</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Rapid</p>	<p>Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy</p>	<p>2,</p>

<p>Readers intervention programme.</p> <p>CPD on how to deliver the intervention so that it has maximum impact.</p> <p>Deployment of HLTA's, TA's and Teachers to deliver intervention</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions%20teac</p>	
<p>Purchase of Phonics intervention Programme</p> <p>CPD on how to deliver the intervention so that it has maximum impact.</p> <p>Deployment of HLTA's, TA's and</p>	<p>Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions%20teac</p>	<p>1,2</p>

Teachers to deliver intervention		
National Tutoring Programme - school led tutoring	<p>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 in small groups. Evidence indicates that tuition and intervention have the most impact if they follow and link with the work being taught in the classroom. This is why a school-led tutoring approach has been selected</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p>	1,2,3,4,8
Targeted intervention in maths and reading	<p>Evidence indicates that there has been a significant impact following school closures on attainment and progress in maths and reading. On average pupils have fallen behind by 2.0 and 2.3 months of progress in reading and between 3.1 and 3.6 months in mathematics. Evidence indicates that those from disadvantaged backgrounds have had a greater impact on lost learning compared to their peers from more affluent backgrounds. Some of these pupils will require targeted intervention to close the attainment gap, particularly those pupils who are from disadvantaged backgrounds</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment?utm_source=/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment&utm_medium=search&utm_campaign=site_search&search_term=COVID%20IM</p>	2,4,8

<p>HLTA recruitment and training to deliver reading and phonic interventions through out school</p>	<p>Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>1,2</p>
<p>Recruitment and deployment of teaching assistants to support access and engagement of pupils in lessons</p>	<p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering. EEF research suggest teaching assistants have a positive impact on pupil engagement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5,8,10</p>
<p>Continue to employ a Speech and Language Therapist targeting pupils with speech impediments and delays in language development as early as possible</p>	<p>EEF research suggests Oral language intervention can improve attainment by +6months. The EEF suggest: <i>'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i></p> <p><i>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.'</i></p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language</p>	<p>1,10</p>

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

Budgeted cost: £ 46,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employing attendance officer to monitor trends in attendance and identify and intervene early to improve attendance for pupils.</p> <p>Carry out home visits and offer appropriate support to families to improve attendance.</p> <p>Refer families to appropriate agencies for support</p> <p>Create robust procedures that are implemented consistently</p>	<p>DFE published research that showed a link between school absence in KS2 and lower attainment results at the end of KS4. Improving attendance for pupils will improve their academic outcomes. Use of attendance officer follows DFE guidance.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>7</p>

<p>y to monitor attendance including reward systems to encourage good attendance</p>		
<p>Employing the support of Educational Social Worker to support in tackling persistent absenteeism</p>	<p>DFE published research that showed a link between school absence in KS2 and lower attainment results at the end of KS4. Improving attendance for pupils will improve their academic outcomes. Use of ESW's follows DFE guidance to tackle persistent absenteeism.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>7</p>
<p>Purchase of IT equipment for pupils from disadvantaged backgrounds to access learning at home</p>	<p>EEF and Sutton Trust research indicates that pupils from disadvantaged backgrounds did not have the same access to online learning and this increased the attainment gap.</p> <p>https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</p>	<p>9,1,2,3,4,8</p>
<p>Resources to support home learning including materials to write and record learning, online resources and workbooks</p>	<p>Research indicates that parents from poorer socioeconomic backgrounds struggle to purchase and provide their children with resources to support them with their learning at home.</p> <p>https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/</p>	<p>9,1,2,3,4,8</p>

<p>Accessing Music Support Service to provide music lessons so that all pupils have an opportunity to learn how to play a musical instrument.</p>	<p>Children aged 10 to 15 from the wealthiest families are nearly three times more likely to take part in music activities (32 per cent) than those from poorer families (11 per cent).</p> <p>Young people in the North East of England (9 per cent) are less exposed to music classes than anywhere else, namely the South East (22 per cent).</p> <p>https://www.classicfm.com/music-news/poor-children-miss-out-music-dance/</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>9</p>
<p>Breakfast Club to provide pupils with a free breakfast in order to ensure good health and support pupils' concentration levels.</p>	<p>EEF research indicates improved attendance, concentration and attainment, particularly for pupils in KS1 as a result of attending a breakfast club</p> <p>https://sandbox.educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs?utm_source=/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs&utm_medium=search&utm_campaign=site_search&search_term=breakfas</p> <p>Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS</p>	<p>9</p>
<p>Subsidising educational visits and workshops and residential for pupils from disadvantaged backgrounds</p>	<p>It is widely acknowledged that children from disadvantaged backgrounds may have limited access to the cultural experiences and arts activities that children from wealthier backgrounds generally take for granted, such as family visits to theatres, museums and galleries. This is particularly true for the pupils in our school. They often lack financial support from their parents/carers for such things as extra-curricular, musical instrument tuition or performance workshops. Quite simply, they may lack the 'cultural capital' of their peers and their only opportunities for such activities are those provided through school.</p>	<p>9</p>
<p>After school clubs delivered by teaching staff: Sports, crafts etc.</p>	<p>The Social Mobility Commission report highlights disparities in children's participation rates across a wide range of extra-curricular activities and recommends that government increases the capacity of schools to provide extra-curricular activities and provision</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>9</p>
<p>Training of staff to deliver</p>	<p>EEF Key findings suggests:</p>	<p>5</p>

SEL(Social and Emotional Learning) interventions	<p><i>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p>	
Delivery of SEL interventions	<p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p>	
	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social</p>	

Total budgeted cost: £ 356,850

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.

Monitoring and evaluation strategies evidence that the pupil premium funding has been used effectively to address gaps in attainment that have emerged due to missed learning as a result of COVID. Evidence from monitoring and evaluations demonstrates:

- Diagnostic assessments have been used effectively to identify strengths and areas for development in reading, writing, maths and phonics. This has supported planning and targeted intervention. As a result, disadvantaged pupils made accelerated progress
- Purchase of high-quality intervention programmes to targets areas identified from diagnostic assessments. Disadvantaged pupils made accelerated progress as a result
- Although the Year 1 phonics screening was cancelled in 2020 -21, targeted pupil premium children benefitted from additional one to one phonics interventions and made accelerated progress in their ability to decode fluently
- Small group phonic sessions and targeted phonic interventions in Year 2 ensured 75% of cohort passed their phonic screening in Dec 2020 and disadvantaged pupils were given targeted support to accelerate progress
- CPD supported all staff in continuing to provide appropriate learning challenges for all pupils. Monitoring showed that this had a positive impact on pupils' progress, attainment and learning behaviours.
- Purchase of devices used to support pupils remote learning during National Lockdown, bubble closures and isolation periods, supported pupils from disadvantaged backgrounds accessing learning and maintaining progress.
- Resources purchased and distributed to all pupils to ensure all pupils could access remote learning. All pupils given additional books to support consolidation of learning at home.
- Attendance officer supported families in returning to school including vulnerable pupils and disadvantaged pupils particularly after national school closures. Regular meetings with parents were held to help improve the attendance of pupil premium children. The attendance of pupil premium was broadly in line with the rest of the school cohort.
- Parent Involvement Workers have worked alongside families supporting them in accessing services including during National Lockdowns. Welfare visits carried out to support families and encourage positive engagement with school. Parental surveys and feedback show this had a positive impact on the well-being of pupils and their families

- Language therapist had significant impact on pupils' language development. This aided early identification of language development delays and ensured early intervention took place
- CPD and deployment of mental health leads ensured pupils well-being was addressed. Monitoring and evaluation evidenced positive engagement from pupils in all areas of learning. Vulnerable and disadvantaged pupils made good progress as a result

Area for development next year:

Unfortunately, due to Covid-19, we were unable to deliver breakfast club, booster sessions and after school clubs. We were also unable to take children on educational visits and invite visitors to school to enhance the curriculum offer. This will be a focus for the next academic year.

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
Inclusive PE sessions all abilities.	Jasmineactive.com
Maths and English small group interventions.	www.risingstars-uk.com
Increasing pupil wellbeing and attendance.	www.marvellousme.com
The Power of Reading	CLPE
Maths Jam	Pearson

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A