



Bourne Westfield Primary Pupil Premium Strategy Statement 2021-22

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	Bourne Westfield Primary Academy
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	14% (88ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Atkinson Headteacher
Pupil premium lead	Kate Atkinson Headteacher
Governor / Trustee lead	Beth Scotney and Katie Knott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,120
Recovery premium funding allocation this academic year	£15,000 £6,075 (tutoring)
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	£150,195

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

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

We want all our pupils to strive to meet our CORE Values of:

- Commitment
- Opportunity
- Respect
- Excellence

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Early WELLCOMM (in our own nursery) and baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress. In addition, a lack of enrichment opportunities during school closure negatively impacted their mental health.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 63 pupils (28 of whom are disadvantaged) currently require additional support with social and emotional needs this is 32% of disadvantaged pupils receiving support compared to 7% of non- disadvantaged.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>9-12% of disadvantaged pupils have been 'persistently absent' compared to 1-2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing WELLCOMM intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents for these pupils

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 3% (excluding COVID illness) and the figure among disadvantaged pupils being no more than 6% lower than their peers.

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: **£61,227**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on high quality feedback and metacognition. Staff release and training costs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognitionand-self-regulation Rosenshine’s Principles In Action. Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019 Metacognition, self-regulation and self-regulated learning: What’s the difference? James Mannion. Impact Issue 8 Spring 2020 Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019 Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95 How I wish I’d taught Maths. Craig Barton (2018)	1, 2, 4
Full time, non-teaching SENDCo to support pupils who are PP and also SEN. SENDCo to co-ordinate and monitor impact of interventions.	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a full time SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	4, 5
Train SENDCo in online Boxhall assessment and the delivery of this to all teaching staff.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4, 5
Purchase of standardised diagnostic assessments (PiXL). Training for staff to ensure assessments are interpreted and administered correctly. Release time for Raising Standards Leads to monitor and interpret assessments and recommend ‘therapies’ to accelerate progress -	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4

specifically progress of disadvantaged pupils.		
<p>Voice 21 project</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>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://voice21.org/impact-report-2021/ We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few. When the progress of children whose language skills were 'delayed' at age 3 was tracked, researchers found that household income matters. Children in poverty were only half as likely to catch up with their peers than 'delayed' children from richer households. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p>	1, 2, 5
<p>Purchase of further resources to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils - RWInc scheme, portal and books</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>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Employ library assistant. Part of their role will be to work with PP pupils, supporting choosing books, additional reading time and vocabulary development</p>	<p>https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p>	1, 2, 4
<p>Employ trained Child Counsellor and Early help and TAC Lead to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1, 2, 5, 6

and willingness to come to school through the EBSR pathway.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in training and employing high quality TAs to deliver:</p> <ul style="list-style-type: none"> • WELLCOMM assessments and interventions. • RWInc • Family Learning • Colourful Sematics • Sensory Circuits • Makaton • Precision teaching • Sound Linkage • Eduten • Success@Arithmetic • 1stclass@number • Talk About • Lego Based Therapy 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years (our nursery) and closing the gap before children start school.</p> <p>EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p> <p>http://www.educationalneuroscience.org.uk/category/research/</p> <p>The Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.</p> <p>EEF +4 and +5 months progress for 1:1 tuition</p> <p>Eduten Playground is backed up by more than 12 years of scientific research. These studies show it provides a significant improvement to learning results and grades. For example, one study found that using Eduten Playground for one semester improved grades by more than 14% on average.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p>	1, 2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Release time for Reading Lead to monitoring and train staff in delivery of phonics and track phonics data to identify pupils for additional support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 4
<p>Additional teacher in Year 6 to teach maths to reduce class sizes and enables</p>	<p>EEF +4 and +5 months progress respectively.</p>	3, 4

smaller groups and 1:1 tuition.		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£47,690**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning. Implementation of Mentor Groups across year 5 (initial pilot).	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer to monitor and challenge attendance of PP children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 6
Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.	2, 4, 5
Disadvantaged children to have funded trips and visit places, including residential trips. To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum	https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/ EEF -Improving School behaviour Guidance Report Improving Behaviour in	5, 6

<p>allows opportunities for cultural development. Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. Purplemash, TT Rockstars)</p>	<p>Schools: Evidence Review Published: December 2019 Authors: Darren Moore¹, Simon BenhamClarke², Ralph Kenchington², Chris Boyle¹, Tamsin Ford², Rachel Hayes² and Morwenna Rogers², Jacqueline Minton² 1 Graduate School of Education, University of Exeter 2 University of Exeter Medical School</p> <p>EEF – Arts Education Review</p>	
<p>Solihull Understanding Your Child’s Behaviour course led by the school counsellor and family liaison lead to increase parental confidence in improving children’s behavior and engagement.</p>	<p>The Allen Report 2011 Solihull Approach</p>	<p>5, 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £150,992

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.

1. Review			
1. Academic year		2. 2020/21	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned
A/E. Improved oral language skills and communication in Reception and Yr1 (and other year groups)	<p>Voice 21 Project and continued Oracy strategies from last year.</p> <p>WELLCOMM Assessments and interventions in Nursery, Reception and year 1 WELLCOMM language development video for new rec. parents (sept.21)</p> <p>RWI Scheme</p>	<p>Whole school review - reviewers noted that children spoke confidently and instigated meaningful conversation. The school's voice 21 consultant praised the school for the improvements in oracy.</p> <p>Data shows a huge improvement in children's comprehension of language and language skills. Assessing all children has meant that none have 'slipped through the net' as may have happened in the past. Early identification and intervention has enabled the positive progress. WELLCOMM has focussed teachers' thinking about the acquisition of language and how to best plan to meet pupils' needs. 57% pupils required intervention in Rec in T2 of these 29% needed 1:1 intervention. IN T6 only 8% still need 1:1 intervention and 22% require group intervention but are on the final section (section 9) of the WELLCOMM assessment. In Year 1 27% of the cohort required intervention in T2 - this has fallen to 7% in T6.</p> <p>74% passed 2019 phonics check in Year 1. 43% of Year 2 pupils who did not pass in December passed in June taking the total number of pupils who have now passed in Year 2 to 90%</p>	<p>The school will continue this project in 21/22 with a focus on teacher strategies in class and planned opportunities for speech and debate. A focus on teacher knowledge and training will be paramount to ensure the longevity of the project. Next parent survey to include question re oracy activities in WW. What is the impact of these?</p> <p>WELLCOMM needs to be completed early and all children need to be assessed. WELLCOMM primary has been purchased and will be used to assess target children. Regular intervention is necessary and strategies must be transferred to the classroom. Staff meeting time to train teachers.</p> <p>COVID meant that RWI groups were restricted to single year groups and, therefore, there was not the flexibility or number of groups to support learners. It will be imperative to have a full range of RWI groups from September. The school must recognise though that some children will not learn phonetically and other approaches must be introduced early and delivered regularly.</p>

	<p>Guided Reading focus to embed Power of Reading. Purchase of non fiction and poetry books to support non core and English lessons.</p> <p>Makaton Training</p> <p>PiXL membership and resources</p>	<p>Reading attainment has remained positive throughout the pandemic - this may have been due to parents feeling more confident to support this at home. The purchase of non fiction and poetry texts has supported the curriculum well in some year groups.</p> <p>Staff are now using a range of relevant simple signs alongside speech when speaking to all children. This is more evident in KS1 and EYFS. Children are beginning to copy signs in use them independently.</p> <p>Due to COVID PiXL assessments haven't run on the same timetable. Outcomes from PiXL show good progress from KS1-KS2. PiXL QLA have been used to identify gaps in learning and inform planning.</p>	<p>Further development of the reading curriculum and breadth of texts needed. Reintroduction of reading buddies needed asap as regular reading for those not supported at home is paramount. Intervening early with those parents who are not supporting reading at home is a must to accelerate progress.</p> <p>This approach needs to be used regularly and consistently across the school. Staff to introduce the use of the Makaton symbols to aid communication/instruction.</p> <p>Raising Standards Leads will need to drive the use of PiXL through regular PPA attendance, collection and monitoring of data and meetings with PiXL associate to guide improvement. Staff will need to be aware of their class and year group data to inform next steps. Pupil Progress Meetings to identify Key Marginal Pupils, who would benefit from PiXL therapy interventions.</p>
<p>B. Pupils engaged in learning and making good progress</p>	<p>Staff training on high quality feedback Marking review and training on target led feedback for writing</p> <p>Additional Staffing for small groups and 1:1 tuition and attainment monitoring</p> <p>Curriculum Development and purchase of Chris Quigley Curriculum Companions</p>	<p>COVID has hindered the progress of in school feedback but staff developed new strategies for feeding back to children via Teams. Ongoing</p> <p>COVID has meant that some 1:1 provision has been redirected to support children with additional needs. Small group interventions and 1:1 (especially Toe by Toe) have had positive outcomes for pupils.</p> <p>The school have developed a progressive and ambitious curriculum. A full year (without school closures) will be needed to assess the full impact of these developments.</p>	<p>Staff must continue to review work daily and adapt planning accordingly. The reintroduction of guided groups following COVID will be important to move children on and accelerate learning - especially in writing.</p> <p>Reinstating full monitoring of interventions will be important to monitor value for money vs impact. ALL interventions must have clear in and out data.</p> <p>Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed. RE and DT will need to remain a focus.</p>

<p>B. Pupils engaged in learning and making good progress</p>	<p>Investment in high quality inspirational experiences</p> <p>Staff training to ensure QFT - particularly for NQTs</p> <p>JIGSAW PSHE Programme</p>	<p>COVID has limited out of school experiences and visitors but staff have endeavoured to inspire pupils through in school inspiration days. Arts Week proved a great success with trips out and in school artists. The impact of this is hard to measure due to a number of pupils being at home for much of the year and Arts Week being so late in the year. Anecdotal evidence would suggest that Arts Week had engaged pupils well in their learning as they then shared these experiences with families and the wider community.</p> <p>All three NQTs passed their NQT year and have remained at the school. Results from their classes are inline with other classes in their year group.</p> <p>The programme has had a positive impact on pupils with 97% of parents surveyed agreeing that the programme had had a positive impact on their emotional development.</p>	<p>Investment in high quality experiences must remain a focus. As technology advances the school should look at how VR could be utilised to enhance the curriculum more readily.</p> <p>Regular and planned non-contact time must be well utilised to enhance the ECT year. Mentors and induction tutors must work together under the new framework to support ECTs and ECTS+1 especially as their first year in teaching was so disrupted by COVID.</p> <p>The programme needs a greater whole school profile via assemblies and must be delivered with fidelity. PSHE leads to continue monitoring of this subject.</p>
<p>C. Improved progress in in maths</p>	<p>Maths Mastery Staff training and the use of manipulatives.</p> <p>Maths coaching videos produced for parent and staff in conjunction with a maths calculation policy review to ensure all are secure in the written methods used at BWPA.</p>	<p>COVID hindered progress in the use of manipulatives. Ongoing.</p> <p>Live remote teaching has enabled some parents to experience and understand how mathematics is now taught in schools. Further work needed to meet this and accelerate maths progress.</p>	<p>Staff meetings will be delivered to support staff in the delivery of mastery maths on a regular basis. Coaches will be deployed to support staff in planning and delivering mastery maths. Training will be delivered on the use of concrete materials and monitored by the maths team.</p> <p>Calculation policy reviewed and shared with staff. Maths team to produce mini maths coaching videos no longer than 1.5 mins long to 'coach' staff and parents in how to teach the 4 operations. It has become clear that a 'hook book' is needed to ensure consistency of taught methods.</p>
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated</p>	<p>How will you ensure it is implemented well?</p>

<p>A. Improved oral language skills in</p>	<p>Boxall Profiles to identify specific area of need. WELLCOMM used to identify children.</p> <p>Music specialist in EYFS to complete music-based intervention to develop speech, communication and listening skills</p>	<p>See WELLCOMM data above</p> <p>Not completed due to COVID.</p>	
<p>B. Pupils engaged in learning and making good progress.</p>	<p>Maintain family liaison lead/child counsellor</p> <p>Music specialist to complete music-based intervention with specific children struggling with behaviour, mental health and engagement</p> <p>JC to deliver FRIENDS programme</p>	<p>Mixed: Many children have presented challenging behaviours this year which has impacted on their progress. Counselling and pastoral support for some has lessened the severity and frequency of incidents.</p> <p>COVID meant that this did not take place consistently.</p> <p>COVID has hindered this due to bubble mixing; however, these approaches have been delivered successfully on a 1:1 basis. This input has lessened the time taken for children to calm down and regulate. It has meant they are able to access learning again more quickly after an incident.</p>	<p>Consistency is key. We have learnt that the counselling session must be delivered on schedule for greatest impact. The school must look at how the school counsellor is 'used' to ensure that there is no conflict of interest or blurring the boundaries of her role.</p> <p>Group work would have a greater impact as more pupils could be supported in a given time and learn to work together.</p>

C. Improved progress in Yr 3 and 4 in maths	Employ a TA to deliver 1 st class@number to PP pupils Before school sensory circuits for PP Yr 1 children	COVID meant that this programme was not delivered this year. This programme did not start until the summer term due to COVID restrictions. Teachers reported the benefits of this straight away as children were able to settle in class more quickly and access learning.	Monitor in/out data to assess progress. Space and time will be provided for the intervention to run effectively. Staff will be paid to run the sessions after school to minimise impact on other curriculum areas and distractions for the children. Only trained staff will be used to deliver the programme. This intervention needs to be delivered across the whole school to ensure more children are ready for learning. Time, space and staff dedicated to this important intervention. Staff are trained and experienced in delivering sensory circuits. Year 1 children chosen due to high level of need.
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
D. Increased attendance rates	JM monitor attendance figure from part time admin who produces the data. First day response provision monitored and led by admin staff. Family Liaison lead to support children who find coming to school difficult. Implement ABSR through a PSP where necessary.	Attendance outcomes are positive this year with average attendance at: 98.5% (to Easter, exc. Rec)	
C. Behaviour/emotional needs addressed	Identify a targeted behaviour intervention for identified students through PSPs Use family liaison lead to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The school focussed a lot on emotional regulation following the return to school in September and resilience building. The school has made good use of key adults to support children with PSPs. Healthy Minds toolkits have been employed to support pupils in school and parents at home. The school has used BOSS to support those pupils at risk of exclusion. Staff training on restoratives practices was well received and enabled staff to see the importance of connection before correction. This approach is being further explored by the MAT.	Interventions need to be introduced early with the cooperation and support of parents/carers for greatest impact. This needs to be a 'whole' school approach with all staff being trained in its philosophy and the long-term positive impact it can have in schools and on children's well-being.
			Total budgeted cost £166,451

Further information

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, 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, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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