



Eden Park Primary and Nursery School 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	Eden Park Primary and Nursery School
Number of pupils in school	460 (380 exc. nursery)
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2 - 2024/5
Date this statement was published	November 2021
Date on which it will be reviewed	December 2022.
Statement authorised by	Ken Kies (CEO)
Pupil premium lead	Ian Morgan (Head of School)
Governor / Trustee lead	Tim Stephens/ David Lockyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,400
Recovery premium funding allocation this academic year	£17,000
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	£178,400



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Statement of intent

Principles of how the grant is spent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

- We ensure that teaching and learning opportunities meet the needs of all pupils, including disadvantaged children. Spending is broken down into three categories: whole school provision (such as quality first teaching), specific targeted provision (such as group intervention) and wider strategies (such as tackling non-attendance).
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. All children benefit from this approach, not just the disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are suitably assessed and addressed. This may include pupils who have social workers or are young carers.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following analysis which will identify priority classes, year groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions or provision at any one time.
- A record will be kept of each individual's receipt.
- Pupil premium resources may be used to target all children in receipt of the funding, regardless of ability.
- The spending allocation informed by research evidence, including that published by Ofsted and the Education Endowment Fund.
- We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Provision

All our work through the pupil premium funding will be aimed at accelerating progress moving children to at least age-related expectations (ARE). This is the case for all year groups.

The range of provision the Directors and Senior Leadership Team consider making may include:

- Professional development for all staff to improve the quality of teaching.
- Provision of Pastoral Lead to address specific needs for pupils.
- A range of enrichment activities provided to extend the curriculum beyond the classroom
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 or small group support, in reading, writing or maths, including work with both teachers and experienced TAs (Teaching Assistant).
- Pastoral support for families/ children that aids emotional stability, including direct intervention
- Pastoral support for families/children to ensure good attendance



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- Provision of resources to support learning both in and out of the classroom such as iPads, online learning platforms, Accelerated Reader, phonically decodable books, and improved home learning.

To ensure that we 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	Slow progress made by disadvantaged pupils. Progress indicators are lower for disadvantaged pupils and so the gaps in performance are too large. Currently 86% of children in receipt of funding receive additional intervention for reading, writing or maths. (November 2021)
2	Pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.
3	Pupils have social and emotional difficulties including health issues and deprivation. They arrive in school undernourished and tired. They have poorer behaviour as a result. Currently, 29% of children in receipt of pupil premium received school based emotional support in school as additional provision. And 30% of their families receive support regularly from school. (November 2021)
4	Pupils have limited experience beyond their own home life and immediate community. Fewer experiences can lead to the children less able to contribute to class work and show a poor understanding of the world that surrounds them.
5	Pupils have lower than expected attendance. Lower attendance leads to fewer opportunities to engage meaningfully to learning. There may also be an associated safeguarding risk with poor attendance. 7.4% of disadvantaged pupils have been absent from school September-November 2021 compared to 5.3% of their peers during that period. (4.5% of these were authorized due to illness or directed isolation). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Poor text and vocabulary understanding effects pupils' ability to read fluently. Currently 62% of the pupil premium children received additional reading and /or speech and languages support to help them towards ARE goals. (November 2021)



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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
<p><i>Slow progress made by disadvantaged pupils:</i></p> <ul style="list-style-type: none"> • Every pupil will receive high quality teaching every day. • Interventions are specific and targeted, being directed by strong error analysis. Interventions led by teachers, HLTAs and trained professionals. • Quality of teaching is developed through CPD to improve meta-cognition based on evidence of the impact of this from EEF (Education Endowment Foundation). • Development of the mastery approach to maths to ensure high quality teaching throughout. This is supported by purchase of Power Maths (partially supported by DFE funding) • CPD for teachers and TAs to develop the use of reading interventions, including Accelerated Reader, RWI, Hertfordshire Fluency Project and additional purchase of phonically decodable books. This will lead to increased reading fluency. • Training and support for staff to ensure provision for SEN pupils is always at least good. 	<ul style="list-style-type: none"> • The quality of teaching is judged to be good through triangulated evidence by SLT. • Progress is made by children in intervention groups due to the targeted nature of this support and the direct use of assessment to inform next steps. Progress is measured and is accountable. • Strong CPD has been delivered so that teachers can articulate strong pedagogical knowledge. • Maths teaching and the mastery approach is well delivered, (increasing the children’s ability to articulate mathematical reasoning, as judged by SLT and outside professionals. • The quality of reading teaching reflects in improved standard in this subject and the children having a positive attitude to reading with improving annual results. • A programme of improved CPD for TAs/ HLTAs has led to good provision for all pupils, including SEN. • The number of disadvantaged pupils achieving ARE increases
<p><i>Pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.</i></p> <ul style="list-style-type: none"> • Pupils are motivated to learn through improved IT provision, including iPads and online learning • Children have a greater set of opportunities to work collaboratively and independently of adults, pursuing areas of interest for themselves. 	<ul style="list-style-type: none"> • The school has improved its IT provision both in terms of hardware, and its use in the classroom and at home to improve learning. All children regularly have IT opportunities supporting their learning. • A model curriculum progression exists for teamwork, and this is actively planned for by staff. • A community council exists with children taking an active role in leadership.



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<ul style="list-style-type: none"> • Children have had a greater opportunity to lead in the school and take social responsibility including in the community and to improve their own independence including through pupil leadership and the school council. • Training has led to increased use of two online learning platforms (Tapestry and Teams) to bridge the links between home and school • Continued investment in arts performance including music and dance with extended curriculum opportunities 	<p>Children have an increased role in the community.</p> <ul style="list-style-type: none"> • Performing arts curriculum supports children’s independence and confidence and is robust. • Children actively see that they can make a difference to local society and to their own wellbeing and emotional health through regular pupil surveys.
<p><i>Pupils have social and emotional difficulties including health issues and deprivation</i></p> <ul style="list-style-type: none"> • A core value of wellbeing supports children in improving self-esteem and value of self-worth • Pupils are supported through a range of enterprises aimed at improving their life chances, including the provision of breakfast, (subsidised) extended learning opportunities, support for the family at home and the continuation of supplying food and services for the most vulnerable families • Improved transition for pupils to allow children’s emotional health to be catered for. • A reviewed curriculum for PSHE (Personal Social and Health Education) and RSE supports pupils in understanding their emotions and supplies a language for them to utilise • By supporting behaviour of some pupils, will we ensure that misbehaviour has less of a detrimental effect on their academic progress 	<ul style="list-style-type: none"> • A curriculum model and progression for supporting the school values is in place and recognised by the children. • An increased range of activities in place including breakfast club, support for families who request in the form of workshops and home visits, extended in school opportunities for a broader curriculum choice and both food and uniform banks are in place. • Emotional health considered as part of class and school transition for all pupils and is included on class records. • The PSHE curriculum reflects learning about good mental health through observation and analysis. • Poor behaviour is supported in all pupils beyond punitive measures as part of personal development. This is reflected in fewer behaviour incidents as children move through school.
<p><i>Pupils have limited experience beyond their own home life and immediate community</i></p> <ul style="list-style-type: none"> • The curriculum model increases the experiences children have through trips, visitors and outside learning to improve experiences. • The curriculum model increases the exposure to the arts and performance for all pupils. • The curriculum inspires children to pursue learning opportunities outside of school • An enquiry-based model of learning inspires children to see that they can learn to learn 	<ul style="list-style-type: none"> • A fully remodelled curriculum actively needs trips/ visitors to support it to develop children’s cultural experiences. These are shown on long term maps. • A committee is in place to develop outdoor opportunities for learning, supporting teachers to make active choices. • A school wide reward system encourages children to take active roles in their communities and within school itself with children able to gain active roles in leadership.



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<ul style="list-style-type: none"> • Cultural and spiritual exposure in the school increases • A Citizenship committee structures pupil involvement in specific roles in the school and local community 	<ul style="list-style-type: none"> • CPD on the significance of meta cognition has occurred and children are able to talk about supporting their own learning.
<p><i>Pupils have lower than expected attendance</i></p> <ul style="list-style-type: none"> • Attendance is improved for the disadvantaged pupils through careful tracking of non-attendance and support of families to ensure attendance can improve. Deployment of attendance team to ensure all non-attendance is tracked and challenge • A strong culture of safeguarding is maintained. 	<ul style="list-style-type: none"> • Year on year data reflects improved attendance. Where this is not the case, the school is able to demonstrate rigorous procedures to improve this. • There is not a significant gap between the attendance of pupils and disadvantaged pupils. • The school continues to support strong safeguarding practices, fully compliant with requirements.
<p><i>Poor text and vocabulary understanding effects pupils' ability to read fluently</i></p> <ul style="list-style-type: none"> • The whole school environment is utilised a resource to improve children's use and exposure to language • Reading development in the school will lead to pupils having an increased exposure to high quality books to inspire both reading and writing. The improved teaching of reading and writing will be supported using professionals to develop, monitor and action plan future developments. • Oracy becomes central to all Learning enquiries, including to use of language rich tasks. Exposure to tier 2 and 3 vocabulary will be specifically planned • Reading assessment is used to target pupils who need to increase both fluency and speed • Parents of younger children are supported in understanding how they can help through workshops and online learning models 	<ul style="list-style-type: none"> • The school building has a range of break out spaces and reading areas that allow reading to be seen as an enjoyable activity. • School is a reading rich environment. • A rigorous procedure for the teaching and assessment of reading is in place. • A wide range of support and intervention is available across the setting for children who need additional reading. • The curriculum models appropriate language for children to learn and understanding. • Reading assessments reflect progress in all children, and are used to identify significant future development points. • Online workshops/ face to face workshops for parents have been run to support parents best support their child in their reading/ learning.



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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost :£50,000

Challenges addressed	Brief summary of action	Reasons for this approach
6. Poor text and vocabulary understanding effects pupils' ability to read fluently	<ul style="list-style-type: none"> • Teacher training of the teaching of reading to including inference, summarising, and questioning. This will involve the use of external professionals to lead train (e.g. Babcock/ Hertfordshire fluency project.) • Staff to be supported in use analytical error analysis through CPD. • New resources and training for staff to continue for all RWI work. 100% of children, regardless of starting point, able to meet the phonics screen pass rate at the end of year 1 • Learning Enquiries/ use of high quality texts with teaching deliberately plan the extension of pupil vocabulary through Tier 2 and 3 vocabulary for subject specific language and exposing children to a rich and varied vocabulary (including class readers) • Further investment in producing break out spaces that are attractive to encourage children to read and enjoy reading including outdoor learning space, enabling the school to become a reading rich environment. • Supported by experienced TA as intervention is necessary and requires some small group work as well as a daily phonics programme. Revised training for all relevant staff for RWI. • EEF - Improving CLL in Early Years Support parents to understand how to help their children learn – running parent workshops and online support to invest in parent support for the phonics programme. 	<ul style="list-style-type: none"> • EEF evidence for reading comprehension strategies found high impact improvement for low cost. This will be supported by spending on appropriate texts for children to read. • EEF finds phonics approaches are consistently effective in supporting readers to master the basics of reading. • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • External monitoring of reading (2021) reflects the profitability of these approaches. • Oral language interventions that emphasise spoken language in the classroom are reliant on reading, extending vocabulary, structured questions and purposeful curriculum based language as recognised in EEF “oral language intervention”
1.Slow progress made by disadvantaged pupils (writing)	<ul style="list-style-type: none"> • Continued investment in professional development for the improvement in the teaching of writing, both in house and also by external professionals. • The use of the recognised and structured programme for the teaching of writing 	<ul style="list-style-type: none"> • EEF evidence for reading comprehension strategies found high impact improvement for low cost • EEF strongly supports improvement to the quality of



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	<p>(Texts the Teach) supporting reading comprehension as well as the development of writing and grammar.</p> <ul style="list-style-type: none"> • Accurate assessment will lead to progress once linked to feedback where the feedback is accurate and clear. It will support better targeted intervention. • Training will improve teachers understanding of pedagogical knowledge 	<p>feedback (both written and oral)</p>
<p>1.Slow progress made by disadvantaged pupils (maths)</p>	<ul style="list-style-type: none"> • Development of the mastery approach to maths to ensure high quality teaching throughout. • Professions of effective CPD, including the use of peer mentoring teaching will be used to implement this approach consistently. Continued investment in “Power Maths” a mastery programme part funded by DFE and requiring further investment to extend resources. 	<ul style="list-style-type: none"> • Mastery, is recognised by EEF as a promising strategy for narrowing the gap and this is supported by the national centre for excellence in the Teaching of mathematics. • Power Maths is a recognised resource in supporting the delivery of this approach. Its purchase was supported by the DFE through evidence based research.
<p>4.Pupils have limited experience beyond their own home life and immediate community</p>	<ul style="list-style-type: none"> • Through curriculum development the school will invest heavily in structuring arts and cultural participation through improved resources, environments, the use of resident experts and the use of trips to support learning. The curriculum model will be localised to help support this. • All children will have the ability to perform in every year in terms of performing arts. • A detailed A school programme will be developed (in line with children’s university) that recognises out of school achievements and reward in school achievement and participation. • A citizenship council will be developed that allows children the chance to make a difference to school and local community. The EEF find that a 2-month progress can be achieved with benefits for younger children and the disadvantaged through developing arts education. art teaching programme is also to be structured. 	<ul style="list-style-type: none"> • The EEF find that a 2-month progress can be achieved with benefits for younger children and the disadvantaged through developing arts education. • The children contributing to society is aimed at developing further the British values of tolerance and democracy and individual liberty.
<p>4.Pupils have limited experience beyond their own home</p>	<ul style="list-style-type: none"> • Staff CPD to improve understanding of Metacognition and self-regulation approaches that aim to help pupils think about their own learning more explicitly by teaching them 	<ul style="list-style-type: none"> • Identified by EEF teaching and Learning toolkit as being able to support progress.



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<p>life and immediate community</p>	<p>specific strategies for planning, monitoring and evaluating their learning.</p> <ul style="list-style-type: none"> • Staff and children have a familiarity of the language of how to learn and regularly employ a cycle to support this approach in class. 	
<p>2. Pupils and their families have a lack of aspiration reducing their commitment / enjoyment of to learning.</p>	<ul style="list-style-type: none"> • A significant investment in training and resources to support the use of IT in school. • This includes the promotion of the use of online platforms to motivate children to work at home independently (Tapestry and Teams). • Some provision of IT at home for the most disadvantaged families. • Continued investment in the training of teachers for the use of IT in the classroom to develop both the use of IT as a tool and as an aid for collaborative work. 	<ul style="list-style-type: none"> • Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. • This is used most effectively when combined with a collaborative approach as Identified by EEF teaching and Learning toolkit
<p>4. Pupils have limited experience beyond their own home life and immediate community</p>	<ul style="list-style-type: none"> • Pupils given the opportunity to have roles and experiences beyond their normal experiences. • This will be through curriculum entitlement but also through additional opportunities including roles through pupil leadership (for instance food ambassadors) as well as the school council. 	<ul style="list-style-type: none"> • Oral language interventions that emphasise spoken language in the classroom as recognised in EEF "oral language intervention" as showing consistently positive impact.
<p>3. Pupils have social and emotional difficulties including health issues and deprivation</p>	<ul style="list-style-type: none"> • Changes will be made to curriculum provision to support this, through a remodelled PSHE and RSE curriculum, implemented in line with curriculum development. • SRE programme to be developed. • Use of core values, specifically wellbeing to support emotional health and learning. • This will be accompanied by revisiting the school core values and introducing a new value of Wellbeing to support the children's understanding of their own emotions. 	<ul style="list-style-type: none"> • On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF) / Rand corporation. • 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. Slow progress made by disadvantaged and</p>	<ul style="list-style-type: none"> • A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. 	<ul style="list-style-type: none"> • The impact of collaborative approaches on learning is consistently positive structured approaches with well-designed tasks lead to the



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lower achieving pupils	<ul style="list-style-type: none"> This approach is developed through the school Core Values Framework, specifically that on Teamwork. The children need support in working together through this framework. Approaches which promote talk and interaction between learners tend to result in the best gains. Improve the use of feedback to support children understand their next steps in learning> This will be developed through CPD. 	<p>greatest learning gains. (EEF).</p> <ul style="list-style-type: none"> The common acceptance of the needs for the development of communication as part of the 4 Cs. The effective use of feedback: EEF toolkit strand.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Challenges addressed	Brief summary of action	Reasons for this approach
1.Slow progress made by disadvantaged pupils	<ul style="list-style-type: none"> Additional employment of teachers. For 2021-2, this will be 2 experienced teachers, one in Year 5 and one in Year 6. This both reduces group size and allows for more specific group intervention. Sessions supporting delivery of Reading, writing and maths teaching and will be supported by strong group feedback. This includes the use of some additional time for specific children such as an earlier school start and also the use of assembly time to pre-teach. Employment of skilled and experienced teachers wherever possible in all year groups. Use of SENDCo to better support teachers in providing specific support for children with additional needs. Use of small group after school interventions, supported by grants for small group tuition and delivered by teachers (national catch-up funding). This has supported 20 additional after school sessions in groups of 3-4 children, taught by teachers. 	<ul style="list-style-type: none"> This will sometimes result in small group intervention (1:5) allowing the teacher to focus on specific needs. This approach will not be limited only to lower attainers. (EEF “Small group tuition) Group size will be reduced to less than 20, allowing being able to give more regular feedback. (EEF Reducing class size.) 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: <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p>
1.Slow progress made by disadvantaged pupils	<ul style="list-style-type: none"> Deployment of three HLTAs to support delivery of reading, writing and maths in Y4, Y5 and Year 6 (one per year group) Deployment of skilled TAs for specific interventions including reading (Year 1-4), speech 	<ul style="list-style-type: none"> Allocating strong staff to teach intervention as identified in The Pupil Premium: How schools are spending the funding successfully



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6.Poor text and vocabulary understanding affects pupils' ability to read fluently	<p>and language (speech link) (YR-4). Wherever possible this will be 1:1 and 1:2.</p> <ul style="list-style-type: none"> • Use of 2 HLTAs in Y1-2 to support out of class interventions in the afternoon, able to pick up immediately on misunderstandings. Wherever possible this will be 1:1 and 1:2. 	<ul style="list-style-type: none"> • EEF reflect that the most effective use of TAs is when TAs are used to support small groups / individuals • National evidence reflects children from deprived backgrounds have a more limited vocabulary. • Communication and language intervention are recognised in EEF Early Years toolkit
1.Slow progress made by disadvantaged pupils	<ul style="list-style-type: none"> • Increased deployment of skilled staff to work in EYFS, addressing oracy and vocabulary weaknesses due to high levels of deprivation. • Use of speech work and TA to support, impacting on deployment and future employment. 	<ul style="list-style-type: none"> • Ofsted recommended an improvement in writing /reading for EYFS pupils during pilot Inspections. • Early literacy work including storytelling, early phonics and different writing genre is recognised in EEF Early Years toolkit

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

Budgeted cost: £ 50,000

Challenges addressed	Brief summary of action	Reasons for this approach
<p>4.Pupils have limited experience beyond their own home life and immediate community</p> <p>3.Pupils have social and emotional difficulties including health issues and deprivation</p>	<ul style="list-style-type: none"> • School data regularly reflects that most disadvantaged children require pastoral intervention through both social and emotional need. • These families will be supported using family support, Thrive and charitable enterprises such as Fair Share. • An allocated member of staff also supports the safeguarding of this group of children. • In addition, thrive works to support behaviour and helps specifically identified children with improves self-regulation. 	<ul style="list-style-type: none"> • Children with specific needs are identified and able to be supported in the classroom with a dedicated programme of intervention • In addition, vulnerable children are better equipped for learning having received a strong nurture programme. • EEF recognises social and emotional learning have identifiable and valuable impact on attitudes to learning and social relationships
5.Pupils have lower than expected attendance	<ul style="list-style-type: none"> • The school continues to be assiduous and determined to reduce absence, staying in line with national averages. Poor attendance will be supported and challenged by key 	<ul style="list-style-type: none"> • Attendance is improved for the disadvantaged pupils through careful tracking of



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	<p>member of staff. Poor attendance impacts directly on pupil opportunities. This role also includes family support.</p> <ul style="list-style-type: none"> Poor attending pupils who are disadvantaged will also be able to access food through breakfast club provision. 	<p>non-attendance. Attendance data tracked by Ofsted.</p> <ul style="list-style-type: none"> Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The provision of additional food is recognised in The Pupil Premium: How schools are spending the funding successfully to maximise achievement.
3.Pupils have social and emotional difficulties including health issues and deprivation	<ul style="list-style-type: none"> Behavioural interventions will be used to target specific pupils. The school will continue to invest both in THRIVE and specialist 1:1 support worker's working regularly with those pupils most at risk of misbehaviour. In addition, whole school strategies, such as enrichment and the introduction of wellbeing value will impact on behavioural management in the school. Each area of the school will have a person working with children supporting their behaviour. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school 	<ul style="list-style-type: none"> EEF have shown that these approaches can lead to improved academic performance, and one to one intervention, though expensive, can have the greatest impact. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)
3.Pupils have social and emotional difficulties including health issues and deprivation	<ul style="list-style-type: none"> Pupils are supported through a range of enterprises aimed at improving their life chances, including: <ul style="list-style-type: none"> the provision of breakfast, support for the family at home supporting links with other professionals The continuation of supplying food and services for the most vulnerable families. 	<ul style="list-style-type: none"> The school is able to provide for family's needs we are ensuring the child's health and well-being and helping children understand that they can be safe and nurtured.
	<ul style="list-style-type: none"> running parent workshops online support (e.g. cyber bullying) parent support for the phonics programme. 	<ul style="list-style-type: none"> EEF - Improving CLL in Early Years Support parents to understand how to help their children learn
	<ul style="list-style-type: none"> Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities 	<ul style="list-style-type: none"> The EEF see that sports participation linked to additional instruction has some impact and also recognises the impact on wider social and health benefits.

Total budgeted cost: £ 180,000



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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.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations were undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests and diagnostic assessments. School lockdowns also have prevented a tracking of attendance figures, though the school tracked online engagement/ families of Key workers/ vulnerable children to have been at 80-90% over this period.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Early Years & KS1	PP	All	Gap	KS2	PP	All	Gap
GLD	27%	40%	17%	Y6 Reading	70%	79%	13%
Phonics	86%	84%	6%	Y6 Writing	60%	71%	18%
Y2 Reading	35%	60%	36%	Y6 Maths	70%	82%	19%
Y2 Writing	18%	40%	32%				

Externally provided programmes

Programme	Provider
RWI (additional training, previously purchased)	Ruth Miskin training
Power maths (using DFE funding support)	Pearson
TTRS	Times Table Rock Stars
Spelling shed	Spelling Shed.com
DT Programme of Learning	PlanBee



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Additional literacy support (texts that teach) CPD	Babcock
MyOn	Renaissance (Accelerated Reader)