

Long Sutton County Primary 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	Long Sutton County Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	20.49% (83 ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elaine Radley (CEO)
Pupil premium lead	Nikki Dowding
Governor / Trustee lead	Sally Warrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635.00
Recovery premium funding allocation this academic year	£12,180
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	£123,815

Part A: Pupil premium strategy plan

Statement of intent

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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Quality first 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

What are our ultimate objectives for our disadvantaged pupils?

- Disadvantaged pupils will make expected or better progress in reading, writing and maths.
- The social and emotional development of disadvantaged pupils will have improved.
- The proportion of disadvantaged pupils with low attendance will have reduced.

How does our current pupil premium strategy plan work towards achieving these objectives?

- All of our chosen approaches relate to improving outcomes in reading, writing and maths, the social and emotional development of disadvantaged pupils or overcoming barriers to their attendance

What are the key principles of our strategy plan?

- All of our chosen activities are underpinned by evidence that supports the approach

How will we use the recovery premium?

In 2021-22, in addition to the pupil premium, we will use the recovery premium for specific activities to support pupils to catch up for lost teaching over the previous two 3 academic years. We will spend the funding in the best way for our cohort and circumstances and will prioritise support for pupils according to their need. Like the pupil premium, we will use the funding to support a wider cohort of pupils than those who attract the funding. We will direct recovery premium spending where the need is greatest.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning (specifically reading, writing and mathematics). Internal assessments carried out since the pandemic began indicate that attainment in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.
2	Phonics 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	Emotional, social and behavioural issues for some disadvantaged pupils. Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been exacerbated by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Vocabulary gap for some disadvantaged pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils
5	Attendance of some disadvantaged pupils is low. Our attendance data indicate that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

Intended outcomes

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

Intended outcome	Success criteria
To improve oral language and communication skills for pupils eligible for PP funding.	The gap for oral and communication skills between PP and non-PP children has narrowed as a result of direct intervention through the WELLCOMM programmes. Also, due to ongoing adult support throughout the academic year.
First quality teaching in writing and mathematics across the school is a key focus in developing the different skills and concepts to ensure accelerated progress is evident for pupils eligible for PP funding.	Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in writing and mathematics. At the end of KS1 and KS2, percentages for the expected standard are in line with the

	National Average for writing (2019: KS1 – 69%, KS2 – 78%) and mathematics (2019: KS1 - 76%, KS2 - 75%).
Attendance percentages have increased for all PP and non-PP children to at least 95%. The percentage of children who are persistent absentees has decreased across the school.	Barriers to PP attendance have been identified and support has been put in place to overcome these. Through close monitoring, and following the School's Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above).
Support all PP children in being socially and emotionally ready to learn.	Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis.
Implement high quality intervention and therapies across the school in reading, writing and maths so that gaps in learning are narrowed.	Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children.

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Letters and Sounds Revised Training for teachers and teaching assistants, leading to highly skilled delivery of synthetic phonics. TAs working alongside our pupils in class and intervention groups will benefit from purposeful CPD. Phonics intervention will impact their writing.</p>	<p>✓ Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>✓ Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>PiXL CPD for RSL</p> <p>Regular meetings with PiXL Consultant and attendance at PiXL conferences</p> <p>Support from the MAT Director for Standards in analysing trends for PP pupils, ensuring best use of the vast array of resources on offer by PiXL in order to narrow the gap.</p>	<p>The challenge has been pinpointing the correct PiXL therapy from the wealth of resources that will support TAs and CTs in their delivery. The RSL will be able to provide CPD on appropriate therapies and diagnostic tools within PiXL.</p>	<p>1</p>
<p>Non-teaching SENDCo & Family Liaison Leader to support pupils who are PP and also SEN. SENDCo to co-ordinate and monitor impact of interventions.</p>	<p>Whilst the attainment and achievement of PP pupils is a collective responsibility, having a non-teaching SENDCo and FLL 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</p>	<p>3</p>

	with their academic as well as social and emotional needs helping them work towards their potential.	
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.	3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL therapies- all staff have access to therapies, including pre and post teaching. They will be delivered on a 1:1 basis or small groups. Therapies will focus on reading, writing and maths.	<p>External support from PiXL Associate is designed to challenge leaders in their selection and use of PiXL therapies. Focus is on the Widely Important goal, reassessing the children's performance and next steps throughout the year to ensure they meet age related expectations. The focus is on 'find the gap, plug the gap'.</p> <p>Previous evidence within the school shows that PiXL therapies have had a positive impact on pupils' ability to answer SATs papers, leading to improvement in attainment.</p>	1
<p>Investment in training and employing high quality TAs to deliver: WELLCOMM assessments and interventions.</p> <p>Phonics Interventions</p> <p>Reading Fluency Interventions (Herts for Learning)</p> <p>SEND Interventions to include precision teaching</p> <p>Drawing & Talking Therapy</p>	<p>EEF – Teaching and Learning Toolkit – TA Interventions</p> <p>EEF – Teaching and 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. 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</p>	1, 2, 3, 4

<p>Lego Therapy</p> <p>Friends Programme</p> <p>Pixl Therapies</p>	<p>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>Purchase of Little Wandle Letters and Sounds Revised (including resources and Big Cat decodable texts)</p> <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>	<p>1, 2</p>
<p>Additional Needs Group for children in KS2</p> <p>Employing 0.6 teacher and TAs to run 'Triangulum'</p>	<p>Nurture is proven to support children in improving their social skills (Ofsted 2011)</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils</p> <p>By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society.</p> <p>The Allen Report 2011</p>	<p>1, 2, 3, 4</p>
<p>Employing of additional teachers (R Clarey / J Copeman) from Y2-6 to reduce class sizes, lead interventions, smaller groups and 1:1 tuition</p>	<p>EEF +4 and +5 months progress respectively.</p>	<p>1, 2</p>

<p>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.</p>	<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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3-</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance Lead (Nikki Dowding) and Attendance officer to monitor and challenge attendance of PP children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Disadvantaged children to have funded trips and visit</p>	<p>https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences</p>	<p>3</p>

places, including residential trips.		
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Total budgeted cost: £125,000

✓ Review of expenditure			
Previous Academic Year		2020/21	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<ul style="list-style-type: none"> ✓ Improved oral language skills and communication in EYFS 	<p>SLE support from Jo McCullough from Bourne Westfield Primary Academy to further enhance learning environment and provision to promote core learning.</p>	<ul style="list-style-type: none"> ✓ Whole school review – reviewers noted that the learning environment was well structured to support continuous provision. Outdoor learning was purposeful and inviting. Learning intentions were displayed in all areas to support adults in their interactions with children. A much greater emphasis on the use of language and development of vocabulary was evident in all areas. ✓ 61% of children achieved a Good Level of Development (50% of PP children achieved a GLD) 	<ul style="list-style-type: none"> ✓ The school will continue to seek the SLE support from Jo McCullough as we introduce the changes to the EYFS framework from September 2021. ✓ Clare Webley (DHT) will oversee the strategic development of EYFS from September 2021 to ensure that the learning environment and provision is promoting language development and early reading skills. <ul style="list-style-type: none"> • ✓ Over staffing from January 2022 of Reception with the return of Sally Tidswell-West from maternity leave. This provides the opportunity for RB to undertake language intervention based on data from the baseline assessment.

<p>Improved progress in reading</p>	<p>Guided Reading focus. Purchase of high-quality texts books in fiction, non-fiction and poetry (including purchasing of high quality picture books)</p> <p>Introduction of Vipers lessons (purchase of dictionaries to allow children time to define unknown words)</p> <p>Purchase and embed the use of Reading Rocketeers</p>	<ul style="list-style-type: none"> ✓ Guided Reading texts purchased and catalogued. They are assigned to year groups to ensure that books are not repeated. Vipers lessons introduced with teacher subject knowledge for the teaching of content domains improved. ✓ Staff Meeting time was assigned to ensure developments in reading were reviewed and training needs met. ✓ Reading Rocketeers purchased although Covid has limited it's use as an intervention. ✓ Reading attainment at the end of Y6 shows that it is in line of slightly above the Pixl cohort. <table border="1" data-bbox="723 568 1451 767"> <thead> <tr> <th></th> <th>Reading November 2020</th> <th>Reading June 2021</th> </tr> </thead> <tbody> <tr> <td>95 – 99</td> <td>12%</td> <td>14%</td> </tr> <tr> <td>EXS +</td> <td>56% (48.7% - PiXL cohort)</td> <td>67% (66.3% - PiXL cohort)</td> </tr> <tr> <td>Higher Standard</td> <td>17% (12.1% - PiXL cohort)</td> <td>30% (23% - PiXL cohort)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Pixl QLA Analysis shows that gaps in content domains are starting to narrow due to the push on vocabulary, retrieval and inference contain domains within Vipers' Lessons. 		Reading November 2020	Reading June 2021	95 – 99	12%	14%	EXS +	56% (48.7% - PiXL cohort)	67% (66.3% - PiXL cohort)	Higher Standard	17% (12.1% - PiXL cohort)	30% (23% - PiXL cohort)	<ul style="list-style-type: none"> ✓ Time is now needed to embed changes to the reading curriculum. Early signs are positive, but Pete Whitehead as English Subject Leader, will continue to monitor the impact of changes moving into the next academic year. ✓ Reading data has been carefully analysed – both in terms of attainment and progress. Where issues relate to specific year groups, close monitoring, additional training and rigorous intervention will be needed next academic year to ensure these children's gaps are addressed in reading. <ul style="list-style-type: none"> • ✓ Pixl Reading Speeds have been completed this year which has provided useful data to target children who need support with reading fluency. This needs further work next year to ensure the support is targeted earlier and rigorously monitored. <ul style="list-style-type: none"> • ✓ Pixl therapies and the use of Reading Rocketeers needs further development next academic year. This was limited due to the school closure periods.
	Reading November 2020	Reading June 2021													
95 – 99	12%	14%													
EXS +	56% (48.7% - PiXL cohort)	67% (66.3% - PiXL cohort)													
Higher Standard	17% (12.1% - PiXL cohort)	30% (23% - PiXL cohort)													

<p>✓ Improved outcomes at the end of KS1 and KS2</p>	<p>Staff training on high quality feedback</p> <p>Marking review and training on target led feedback for writing</p>	<p>✓ Deeper Assessment and Feedback policy written and shared with staff in September 2020.</p> <p>✓ Informal pupil interviews show they have a clear understanding of the system and they continue to make improvements to their work based on the feedback they are provided by their teacher.</p> <ul style="list-style-type: none"> • <p>✓ Until Easter, Covid limited flexible grouping and targeted support groups.</p> <ul style="list-style-type: none"> • <p>✓ From January 2021, Amy Jaques took over the Pixl RSL role as Paul Singleton moved into the Pixl RSL role for Keystone Academy Trust. PS continues to support AJ with a clear vision for how Pixl will align to the school's current assessment and tracking system.</p> <p>✓ The school continues to receive welcomed challenges and</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>✓ Further enhance how teachers use QLA information to pinpoint children's gaps and next steps. Teachers need further training and support in the use of Pixl therapies for this purpose. This is planned into staff meeting time for the next academic year.</p> <p>✓ The Pixl RSL needs to gain a fuller understanding of the data and needs of all year groups so that she can best support all teachers with the use of Pixl.</p>
<p>✓ Improved outcomes in phonics</p>	<p>Staff training on Letters and Sounds</p> <p>Purchase of Ransom Decodable Texts</p> <p>Purchase of laminating pouches to ensure fidelity to the school's chosen phonics scheme</p>	<p>✓ Teaching staff have received a number of training sessions on Letters and Sounds this year impacting positively on their confidence, subject knowledge and fidelity to the school's chosen programme.</p> <p>✓ The Phonics SL receives regular training on the latest developments within phonics which are disseminated out to staff as necessary.</p> <ul style="list-style-type: none"> • <p>✓ Regular monitoring activities for phonics have continued this year so that the Phonics Lead has a clear awareness of the strengths and areas for development within the school.</p> <ul style="list-style-type: none"> • <p>✓ Y2 Phonics Screening Check – 58% of children were WA (working at) in December 2020. 70% were WA (working at) in July 2021.</p> <ul style="list-style-type: none"> • <p>✓ Y1 Phonics Screening Check – 65% of children scored 32+ and 15% scored 25+ in July 2021.</p>	<p>✓ Whilst the school now has fidelity to its chosen programme, it is aware that Letters and Sounds is no longer accredited by the DfE. The school will spend the next academic year, investigating which programme it deems to be most suitable to move across to. Most likely, it will be Little Wandle Letters and Sounds. Until the school has chosen its new phonics scheme, it will hold off purchasing any new decodable texts as these are likely to be needed with a new SSP.</p> <p>✓ The school will need to ensure it has rigorous phonics intervention in place for children in KS1 and KS2 who are not yet Phase 5 secure. This is a priority for next academic year.</p> <ul style="list-style-type: none"> • <p>✓ Further training is needed to upskill TA delivery of phonics.</p>

<p>✓ Children receive a broad and balanced curriculum</p>	<p>Purchase of Focus Education progression documents</p> <p>Release time in Summer Term to review curriculum plans</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>✓ The school has moved its curriculum forward in a number of ways this academic year whilst also managing the challenges presented to us due to the Covid-19 pandemic.</p> <ul style="list-style-type: none"> • - Nikki Dowding has revised and re-written the Art Curriculum - Michelle Lee has revised and re-written the DT curriculum following training she attended. She has worked closely with Nikki Dowding to ensure there is a balance of how both Art and DT are delivered and taught. - Chloe Hannam has led the development of Get Set for PE. - Amy Jaques has led the development of the Charanga Music Scheme - The school spent time in the summer term reviewing its curriculum offer with changes and tweaks made to strengthen the quality further (particularly in LKS2). - The school continues to maintain its link with the school in France thus broadening its children's cultural capital. Both schools have ideas of how to develop this further next 	<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. Art, Music and DT will need to remain a focus.</p> <p>✓ Development of the Subject Leaders will be a priority for the next academic year. Each Subject Leader will be given half termly release (covered by Clare Webley / Jenny Copeman) to lead development further in their subjects.</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<ul style="list-style-type: none"> ✓ Pupils engaged in learning and making good progress • ✓ Strong and systematic pastoral support for all age groups • 	<p>Additional Needs Group for selected children in Y2-6</p> <p>Introduction of Family Liaison Lead (DSL / Pastoral Lead)</p> <p>LW to deliver Drawing and Talking Therapy</p> <p>DP to deliver Lego</p>	<ul style="list-style-type: none"> ✓ Children selected for ANG received targeted small group teaching for English and Maths to plug gaps in knowledge. ✓ Across KS2 for mornings, class size reduced (9 classes over 8) allowing for more personalised learning for all pupils – including targeted PP children not in ANG. ✓ During the January lockdown period, the Triangulum class continued to run as normal with approximately 15 children attending each day. Those who did not, continued to receive remote education. By maintaining the provision of Triangulum, this ensured that their learning needs continued to be maintained and pastoral support needs could be addressed. <ul style="list-style-type: none"> • ✓ Entry and exit data from all pastoral interventions shows impact of these intervention on children selected. Due to increased need over this academic year, LW and DP were employed for additional afternoons to provide both Lego and Drawing & Talking Therapy. <ul style="list-style-type: none"> • ✓ Jan Morris has made an excellent start to her role of FLL/DSL. She has quickly gained the trust of our families and is working well in partnership with them. <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> ✓ Whilst children in Triangulum continue to make good progress, and this is tracked and monitored, further improvements could be made as to how Pre-Key Stage children's achievement is tracked over their time in Triangulum. <ul style="list-style-type: none"> • ✓ The school must also devise a clearer system for the identification of children in Triangulum and ensure that needs are also being met through applications of EHCPs. <ul style="list-style-type: none"> • • • ✓ Consistency is key. We have learnt that the counselling session must be delivered on schedule for greatest impact. • • • ✓ The school must continue to look to re-establish its
<ul style="list-style-type: none"> ✓ Improved outcomes in phonics 	<p>Employ a TA to deliver targeted phonics intervention for children in Y1/2</p>	<ul style="list-style-type: none"> ✓ Covid and Bubbles limited the additional support the school could offer in the Autumn Term 2020. Phonics Intervention was provided by Carolyn Thompsett and Jenny Copeman on the children's return in March 2021. ✓ Y2 Phonics Screening Check – 58% of children were WA (working at) in December 2020. 70% were WA (working at) in July 2021. <ul style="list-style-type: none"> • ✓ Y1 Phonics Screening Check – 65% of children scored 32+ 	<ul style="list-style-type: none"> ✓ The school will need to ensure it has rigorous phonics intervention in place for children in KS1 and KS2 who are not yet Phase 5 secure. This is a priority for next academic year. <ul style="list-style-type: none"> • ✓ Further training is needed to upskill TA delivery of phonics. <ul style="list-style-type: none"> •
<p>iii. Other approaches</p>			

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>✓ Behaviour / emotional needs addressed</p>	<p>Identify a targeted behaviour intervention for identified students through PSPs</p> <p>Use family liaison lead to engage with parents before intervention begins.</p>	<p>✓ Whole school restorative training led by LCC Caring2Learn Project in September 2020. Demands presented by the Covid pandemic have meant that this has not been developed in the way the school expected.</p> <p>✓ Behaviour across the school last year was good – the school is calm and purposeful with low-level disruption rare.</p> <ul style="list-style-type: none"> • <p>✓ 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. The school has used BOSS to support those pupils at risk of exclusion.</p> <ul style="list-style-type: none"> • <p>✓ Jan Morris led a Parenting Workshop in the summer term which was well attended and presented positive feedback.</p>	<p>✓ Interventions need to be introduced early with the cooperation and support of parents/carers for greatest impact.</p> <ul style="list-style-type: none"> • <p>✓ 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.</p>

<p>✓ Increased attendance rates</p>	<p>Attendance Prizes</p> <p>Monitoring of attendance</p> <p>Staff available to do safe and well checks</p> <p>Pastoral Lead / Team to support children who find coming to school difficult</p>	<p>✓ Improvements evident to attendance in 2020/21</p>  <p>OVERALL ABSENCE</p> <p>The percentage of sessions recorded as an absence in your school is 3.2%, a total of 4,151 session(s). Absence in your school is 0.4% lower than the national percentage of 3.6%. This is also 1.0% lower than the percentage of the previous year in your school of 4.2%.</p> <p>Gap To NCER National: -0.4%</p> <p>Trend: -1.0%</p> <p>% Rank: 51st</p> <p>PERSISTENT ABSENCE</p> <p>In your school, 24 enrolment(s) are considered to be persistent absentees. This is 6.8% of enrolments in your school (355). The proportion of enrolments in the national that are persistently absent is 8.7%, 1.9% greater than your school.</p> <p>Gap To NCER National: -1.9%</p> <p>Trend: -4.4%</p> <p>% Rank: 49th</p> <p>✓ The school needs to continue to work on narrowing the gap in attendance rates (include PA) between disadvantaged and non-disadvantaged.</p>	<p>✓ Ensure that the Attendance Lead works in conjunction with the FLL and Inclusion Leader so there is a collaborative approach to improving school attendance across all vulnerable groups</p>
<p>✓ To raise aspirations of pupils and families</p>	<p>Support with uniform</p>	<p>✓ This was more challenging this year due to families being unable to come into school as much.</p> <p>✓ Offering breakfast to our Triangulum children ensured that they had a settled start to their day.</p> <ul style="list-style-type: none"> • <p>✓ Uniform subsidy was vital finance support to parents experiencing financial difficulties caused by the Covid pandemic.</p>	<p>✓ The school must continue to ensure that it maintains its 'community' feel and builds on it's strong links with parents so that we are all working in partnership.</p>

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
Pixl	Pixl
Reading Rocketeers	John Murray CPD
White Rose	Trinity MAT
TTRS	Maths Circle Ltd
WellComm	

Further information (optional)

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

That 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