

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	Luck Lane: A SHARE Primary Academy
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	93 (31%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	21-22
Date this statement was published	30/9/21
Date on which it will be reviewed	1/4/21
Statement authorised by	
Pupil premium lead	Dan Gough
Governor / Trustee lead	Michelle Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,845
Recovery premium funding allocation this academic year	£14,931
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,301
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	£159,077

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

We want our disadvantaged children to achieve as well as their non-disadvantaged peers and it is our ultimate objective to promote an ethos of attainment for all pupils rather than stereotyping disadvantaged pupils with less potential to succeed. However, we are aware that the performance gap between pupils from more and less advantaged backgrounds is growing and this has accelerated throughout the COVID-19 pandemic.

Our strategies within school focus on high quality teaching first and foremost and the effective deployment of the best staff who know the pupils well. Our decision-making will always be based on data and evidence and we will never accept low aspirations amongst staff or pupils. We see this as helping all our pupils to achieve their best potential. This plan does recognise that some of our pupils require support with attendance, behaviour and emotional needs but there isn't an overreliance on these strategies as we know these, in isolation, are not sufficient for academic success. We have also identified purposeful and precise training for staff to become experts in delivering interventions, providing feedback and monitoring progress.

In addition, the consideration of 'possibilities' drives the breadth of our curriculum. Many of our disadvantaged pupils have limited aspirations and struggle to see beyond their 'immediate and familiar'. Through the use of this curriculum driver, and by helping to mitigate financial pressures on families, we aim to ensure that we give our children appropriate and ambitious curriculum opportunities. This includes a full programme of visits and visitors, a focus on providing an extensive enrichment and extra-curricular programme and removing barriers to learning around reading for pleasure.

Challenges

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

Challenge number	Detail of challenge
1	Improve attendance and reduce poor punctuality and persistent absenteeism of disadvantaged pupils so it matches that of their peers
2	Provide focused support to close the gaps in basic skills within core subjects. Improve reading ages, vocabulary and phonics so children know more and remember more across the curriculum
3	Building (and rebuilding) children’s resilience and self-regulation skills with an emphasis on personal development and wellbeing
4	Ensuring that all disadvantaged children can fully access educational visits and enrichment activities including extra-curricular sessions
5	Removing contextual barriers to learning e.g. uniform and food shortages amongst some families

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>All children attend school regularly.</p> <p>Children to feel happy and safe within school and to continue to make social and academic progress</p>	<p>Attendance figures are within 1% of the 2019 national average (96%)</p> <p>Persistent absenteeism falls to within 1% of the 2019 national average (8.2%)</p> <p>There is a reduction in the % of PP children who are persistently late (term by term, like-for-like data after introduction of new procedures)</p> <p>An increased % of children access the weekly attendance rewards</p> <p>Disadvantaged attendance is better than the national average (92.5%)</p> <p>Persistent absences amongst the disadvantaged is below the national average (22.8%)</p> <p>Uniform is provided to any disadvantaged child who require it</p> <p>Fareshare food bank targets any families who may be suffering from food shortages – particularly during the winter months</p>
<p>Progress in reading, writing and maths is good for PP pupils.</p>	<p>Progress for PP pupils is + from baseline in R/W/M from Year 1 to 6</p> <p>Progress for PP pupils is not significantly different to Non-PP pupils</p>

<p>Attainment of PP pupils in reading, writing and maths is good.</p>	<p>Attainment for PP pupils in Y2 in R/W/M is better than in 2019 and, in Year 6, is near national average (65%+ combined) The gap between PP and non-PP attainment in Y2 and Y6 is within 5% of the national average</p>
<p>PP pupils actively engage with and are challenged by the wider curriculum. They use increasingly wide subject specific vocabulary well</p>	<p>PP premium books across the curriculum demonstrate challenge and engagement. More PP are working at the expected standard across all years PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more</p>
<p>Disadvantaged children are inspired by curriculum, extra-curricula and enrichment activities and learn to realise 'what's possible'. Barriers preventing disadvantaged children from accessing the full school 'offer' are removed</p>	<p>100% of PP children are able to engage with educational visits and visitors For residentials, all PP families are engaged on a personal level and are actively encouraged to partake All ringfenced places at after school clubs are taken up. These places receive a 50% off subsidy where required Individual agreements are made with parents so that no disadvantaged child misses out school trips, enrichment activities or residentials Home learning, AR, MyOn and access to TT rockstars will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school. All children in KS2 have access to AR and MyOn at home and school. Children are given regular opportunities to change their home reading and/or school library book. Home learning is organised (through parent factfiles) to directly support the link between home and school to enrich the children's learning experiences more</p>
<p>Children are able to self-regulate their own behaviours and feelings and this helps to improve academic and social resilience</p>	<p>All intervention programmes offered to PP children have a clear impact – entry to exit data Low level behaviour incidents are reduced (CPOMS reports) PP children make equal gains in their personal development booklets compared with non-PP children Support staff are used effectively to challenge and guide children without creating an over reliance on adult support (pupil voice/ drop ins)</p>
<p>Contextual barriers to learning are removed</p>	<p>All children who attend clubs and sporting fixtures have access to the correct kit, uniform, equipment etc Basic needs amongst PP children are met</p>

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: **£62,181**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher in UKS2 to better support progress, attainment and 'catch up' in Year 5 and 6 £36725</p> <p>40% of salary of high-quality TA/ cover supervisor to assist classroom practice and facilitate high quality interactions, provide increased flexibility for co-teaching and identified behavioural support for targeted group of individuals £9594</p>	<p><i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i> Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption – <i>this is the case in UKS2.</i></p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers</p>	2, 3
<p>Engagement in CPD including AET training, PSQM Resilient Reader and Talk for Writing (cost of cover, resources and temporary TLR) £4350</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months</p>	2
<p>Use of resources to accelerate progress in maths: SATS companion (see below) TT Rockstars £100</p>	<p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i> Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning – <i>a range of apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</i></p>	2
<p>Use of resources to accelerate progress in English: Accelerated Reader (reading comprehension) £537 Oxford Owl (phonics and reading comprehension) £375</p>	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2

<p>MyOn (reading comprehension) £1,500 Class sets of books to allow access to the reading spine £2,500 Phonics Tracker £500 Phonics matched reading books £1000 SATS Companion (see below)</p>	<p><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF Teaching and Learning Toolkit – Individualised learning:</i> There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. On average, individualised instruction approaches have an impact of 4 months’ additional progress. Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – <i>this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access.</i> For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil’s attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning</p>	
<p>The school sources and funds inspirational visitors into school allowing children to see ‘what’s possible’ £2500</p>	<p>In order to improve children’s cultural capital, we will fund all school visitors into school throughout the school year so children have aspirations beyond a pre-conceived career path. Visitors into school for 21/22 include: Blue Cross for Pets (Y1) TBC Pirates (Happening History – Y2) £774 Animals Sculpture (Y3) TBC Imagining History Viking Gods (Y4) £420 Geoffrey Andrews Creative Archaeology (Y5) £200 Britain at War (Y6) £242</p>	<p>1, 2, 3, 4</p>
<p>Author visits and books events Continue to prioritise a whole school reading for pleasure culture in order to raise standards and widen disadvantaged children’s aspirations £1000</p>	<p>“Reading for pleasure...brings benefits that help pupils achieve more across the whole curriculum.”</p> <p>Prioritising a reading for pleasure culture within school improves children’s academic chances but also benefits their social, emotional and cognitive behaviour. We have already set up positive working links with two local and independent book shops to promote reading and the joy of books and are also working with Kirklees Library service to get every child signed up to the library. Providing whole school author events help to foster a love of reading and also raises aspirations beyond children’s familiar role models.</p>	<p>1, 2, 4</p>

Subject Champion CPD and associated cover costs £1500	High quality staff CPD and release time for subject improvement is essential to follow our MAT and EEF principles. This is followed up during Staff meetings and INSET. All subject champions need to lead effectively and be empowered to lead their subject with enthusiasm and confidence and are therefore released once a term	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£49,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours and support for children requiring intervention (1:1 and small group support). This will involve the temporary employment/ additional uplift in hours of ETA to further support teaching and learning across KS1 and work with PP children in Year 1 on the basic skills and phonics they have missed during a turbulent Reception year (20 hours per week) Point 6 appointment - £5564 for 10 hours to provide this and split with admin support below	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: <ul style="list-style-type: none"> - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months 	1, 2, 3,
Catch-Up Tutor (1:3 - small group support). This will involve employing a tutor to run focused catch up sessions focused on basic skills and key knowledge retention within KS2 £2000		
National Tutoring Programme (NTP) academic mentor assigned to the school – additional resources and provision £11948		
Lego therapy – weekly small group sessions; resources and staff additional hours £1000	An increasing number of new children into school have high and complex needs. This, coupled with the fact that some children who already have need within school are developing more complex needs than previously realised, is	2, 3

<p>Additional speech and language support and intervention TBC</p>	<p>stretching staff capacity and expertise. Buying EP hours to share across our cluster school will enable us to access high quality advice and provision in order to create, develop and select the most appropriate provision for these children</p>		
<p>Buy in Educational Psychologist time to work proactively with those children with the highest needs and create individualised plans with staff (shared between cluster schools) £2000</p>			
<p>Pupil premium book subscription £9000</p>	<p>The ‘headline’ attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Internal data indicates that only 33% of pupils achieved the combined standard this year, compared to 65% of pupils nationally in 2019. The proportion of children who achieved at least the expected standard in Reading has fallen further behind the national average (52% v 73%)</p> <p>Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <p>We will provide 2 books a month to each identified Pupil Premium child throughout the school year (September – June). This will be of their choosing but will be roughly matched to their reading age and academic ability. This ‘subscription’ is funded and subsidised by our book shop partners in the local community and will ensure that every Pupil Premium child is able to access high quality books from home.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Exposing children to high quality books at every opportunity will see books being given out as prizes in assembly, a range of options for subsidised book lists to be curated for classes and ages and children to have access to copies of books from our reading book spine.</p> <p>This targeted strategy will see a familiar member of staff working specifically with disadvantaged children and children who are not meeting their reading targets on interventions, promoting positive reading habits, choosing books of interest and creating positive reading role models.</p>	<p>1, 2, 3, 5</p>	
<p>Links with local libraries/ bookshops to provide books to promote reading for pleasure throughout school £1000</p>			
<p>ETA hours, Reading Friends resources to provide reading support, guidance and targeted intervention to disadvantaged children £2913</p>			

	<p>This will be data driven and will be evaluated termly for success.</p> <p>We are in the process of training up Reading Friends (volunteers) to be able to come into school and read with some children and foster positive reading habits. They will provide 1-1 sessions and will work predominantly with our disadvantaged children to raise standards and promote reading through school.</p>	
<p>Lightning Squad intervention programme to close the gap in identified pupils (x30) in reading £2450</p>	<p>A member of staff working specifically with disadvantaged children and children who are not meeting their reading targets on interventions, promoting positive reading habits, choosing books of interest and creating positive reading role models. This will be data driven and will be evaluated termly for success.</p>	2, 3
	<p>Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.</p> <p>Pupils will work with a tutor for 6 weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p>	
<p>Improve the early language development and social interaction skills (turn taking, sharing, following rules etc) amongst our youngest pupils (Reception and Year 1) £500</p>	<p>We aim to purchase a growing suite of Orchard games and other board games to promote basic social interaction skills amongst our youngest children. We are aware that they have missed a lot of their education through the pandemic and building on key academic skills, as well as improving their personal, social and emotional (PSED) development is crucial to them 'keeping up' in the future.</p>	2, 3
<p>SATS Companion £800</p>	<p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning - Studies involving digital technology typically have greater impact (+ 6 months).</p>	2, 3, 5

	We aim to mitigate some of the lost learning time by purchasing this programme for our Y5 and 6 children to prepare them for their statutory assessments and provide them with useful consolidation activities.	
Key staff to provide homework club - resources and provision £1000	EEF - Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported	1, 2
Staff hours to provide NELI to Reception pupils Additional targeted support to improve social and emotional skills with identified PP children across Reception and KS1(12 hours per week Nursery Nurse salary) £9085	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	2, 3
Nexus handwriting programme - Pegs to Paper £480	<p>Pegs to paper nurtures the development of the tripod grip and enhances cognitive development through physical activity.</p> <p>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. (EEF Improving Literacy 2017)</p>	2, 3

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

Budgeted cost: **£47,148**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that the Pastoral Team are focussed on targeting key PP pupils with additional support and intervention to support their SEMH</p> <p>Proportion of salary linked to targeted support for PP children on caseload against all children identifying as needing support (75%)</p> <p>Pastoral Manager £14359</p> <p>Learning Mentor £17888</p>	<p><i>EEF Teaching and Learning Toolkit – Social and emotional learning:</i></p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families</p>	<p>1, 3, 5</p>
<p>Support with attendance and admin procedures given volume of caseload and increased rigour in system management for PP children. Provide support in addressing basic needs and wider welfare issues amongst targeted PP children: (20 hours per week) Point 6 appointment - £5564 for 10 hours and split with KS1 ETA support above</p>	<p><i>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</i></p> <p>Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences.</p> <p>Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. Every member of staff should know and understand their responsibilities for attendance.</p> <p>Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups. We also need to ensure that attendance procedures and regular check ins with families to provide further challenge and support is timetabled so we are holding families to account for poor attendance and punctuality.</p>	
<p>Support for children to access visits, enrichment/extra-curricular activities £3500</p> <p>Including:</p> <p>Residential Costs</p> <p>Y4 - £110 x 17 = £1870</p>	<p>It is essential for pupils’ own wellbeing that they experience different settings before embedding their knowledge directly back into their curriculum knowledge. All residentials are linked to Topics that children are studying and follow our Possibilities driver which runs throughout school:</p> <p>Y4 – East Coast Residential</p>	<p>3, 4, 5</p>

<p>Y6 - £140 (half payment) x 10 = £1400</p>	<p>Y6 London Visit</p> <p>Enrichment activities extend children’s learning through new experiences and opportunities that are key to academic success, personal and social development.</p> <p>We have a vast array of extra-curricular, enrichment and residential activities planned in this year and have ringfenced 25% of all spaces in clubs for disadvantaged children. These places will be subsidised where necessary to ensure any child who want to attend does not miss out. This is the same principle for enrichment and residential activities where we will provide a subsidised payment plan to support families.</p>	
<p>Fareshare subscription Subscription to local foodbank provides weekly food parcels for families most at need £850</p>	<p>Wide ranging research tells us that hungry children do not perform well. We also aim to target specific children who we would like in on time due to attendance and punctuality issues</p>	<p>3, 5</p>
<p>Staffing to provide in school breakfast and movement club and associated snacks/ food 2 x point 4 @ 3.75 hours £1987</p>		
<p>CHIMP management – My Hidden Chimp £2500 (with another £3000 to be funded through community grants)</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (+7 months impact)</p>	<p>3</p>
<p>Pupil uniform/ sports kit purchase for PP families £500</p>	<p>There is a general belief in the UK that school uniform leads to improvements in pupils’ behaviour (EEF)</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p>	<p>5</p>

Total budgeted cost: £62,181 + £49,740 + £47,148 = £159,069

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 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Desired Outcomes	Impact
To embed a new challenging wider curriculum across all year groups	<ul style="list-style-type: none"> • Whilst disadvantaged pupils did benefit from well sequenced learning in foundation subjects, the time out of school and the subsequent restrictions including class bubble, isolation periods etc stunted this progress particularly within the subjects which require 'specialist equipment'. It was not possible for teachers to deliver all areas of music, science, DT and art, for example, remotely • Whilst the curriculum intent is now secure and teachers are aware of how this links to a rigorous, sequential and ambitious programme of study, we need to spend more time implementing this within school and measuring effective outcomes
Cultivate a love of reading and a desire to read and understand more challenging texts so that children, particularly those eligible for PP, continue to develop their reading skills in the event of self isolation.	<ul style="list-style-type: none"> • The school's reading offer was based on children reading and accessing high quality and engaging literature. • The use of the Myon online library and the linked Accelerated Reader and ORT programmes allowed all children the opportunity to access high quality book from home

	<ul style="list-style-type: none"> • In the formative years (Reception and KS1), it was recognised that logging onto apps and online libraries independently was a barrier to learning and so more 'physical' books were bought and disseminated to children so a full reading offer was promoted • Talk for writing training was delivered but was completed remotely. This did not have the desired outcome on internal writing results • It was not possible to have any in school scrutiny or CPD (Resilient Reader) pertaining to our reading curriculum due to restrictions.
<p>To combat the effect of the COVID19 pandemic on attendance, attainment and progress</p>	<ul style="list-style-type: none"> • PP pupils' attendance was 93.3% (below national) vs 95.4% attendance of non-PP pupils. This figure includes a PP child who had a significantly reduced timetable • A growing number of PP pupils attended and/or engaged well with remote learning. • Disruption and anxiety (children and parents) caused by COVID-19 impacted on the attendance of some disadvantaged pupils. • Parents of persistently absent pupils did engage with pastoral team and improvements were seen over the year. • Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils.
<p>Improve language acquisition amongst the youngest, disadvantaged children</p>	<ul style="list-style-type: none"> • The use of the NELI programme in EYFS was effective in closing the vocabulary gap amongst some children. Unfortunately, due to restrictions, class bubbles and limited interaction, regular, timetabled sessions were difficult to sustain and this did not have the desired outcomes on the GLD % at the end of the year
<p>Continued investment in the Pastoral Team</p>	<ul style="list-style-type: none"> • The staff within the pastoral team were instrumental in reaching out to many families throughout the pandemic. Home learning packs were delivered in their hundreds and weekly check ins with all families were actioned.

	<ul style="list-style-type: none"> • The swift intervention of the pastoral team also saw numerous safeguarding concerns being dealt with proactively and support being put in place through various agency support networks
<p>Provide additional support for staff to target PP groups and individuals who would benefit from intensive support and catch up</p>	<ul style="list-style-type: none"> • Catch up sessions were provided and were sporadically successful amongst different cohorts – KS2 better than KS1. It was difficult to provide sessions after school where children were not removed from lessons and the amount of staff available were limited due to isolation periods, bubble logistics etc
<p>To skill disadvantaged children and parents up in the use of technology for remote learning.</p>	<ul style="list-style-type: none"> • Pupils were able to access online learning and were able to continue to make progress against their individual starting points. • Children who did not engage as well with remote learning were contacted regularly and other solutions offered – work packs, brought into school, deliveries of work, offer of laptops, routers, digital technology • Children benefitted from additional pastoral support and intervention when they returned to school. • Parent's/carer's were supported by school with at least weekly phone calls and home visits • All pupils had access to access remote learning when needed at different points in the year.
<p>To invest in the upskilling of staff in supporting good mental health and well-being of the disadvantaged.</p>	<ul style="list-style-type: none"> • Pupils were included in all aspects of school life possible at the time • Pupils were able to confidently communicate with others during online learning sessions.

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
Maths Interventions	Third Space Learning – Y5 and 6

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A