

# Nunnery Wood 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
Nunnery Wood Primary School	
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	28/11/2021
Date on which it will be reviewed	28/11/2022 – Annual data and progress update
Statement authorised by	Mrs Rachel Higgins (Headteacher)
Pupil premium lead	Mr Richard Bidwell (Deputy Headteacher)
Governor / Trustee lead	Beth O'Sullivan (Governor) John Tilley (School Improvement Director)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78940
Recovery premium funding allocation this academic year	£8111.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£87051</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>Although in the Villages Trust the schools are allocated the full funding, as it is representative of the need.</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

At Nunnery Wood Primary School leaders have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning.

Given the profile of the pupils demonstrated in the information below and the need to implement a Recovery Curriculum following the pandemic we commit some of the funding to supporting pupils at risk of or diagnosed with mental health disorder so they flourish in our community and achieve their potential. We have a duty to ensure best value for money and our strategy is reflective of this.

Our strategy plan works towards achieving these aims via the following methods:

### 1. Quality First Teaching and Whole School Approach:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Collaborative Learning</b></p> <p>Learning activities where pupils work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p>	<p>Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p>
<p><b>b) Feedback/Assessment for Learning</b></p> <p>Information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies. The focus for this year and beyond is around teachers applying assessment for learning techniques to close gaps in learning.</p>	<p>This will lead to accelerated progress in students' learning. Feedback leads to pupils achieving the next steps in their learning.</p>

<p><b>c) Meta-cognition and self-regulation</b></p> <p>This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p>	<p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p>
<p><b>d) Mastery Learning</b></p> <p>Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p>	<p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress. As part of our curriculum intent there is an emphasis on retrieval and committing learning to long term memory.</p>
<p><b>e) Phonics</b></p> <p>An approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p>	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p>
<p><b>f) Reading Comprehension Strategies</b></p> <p>Improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>Raised attainment and improved progression in Reading which will prepare pupils to achieve across the whole curriculum. The Recovery Curriculum identifies this as a priority and individual gaps in learning have been identified and actioned via whole class teaching and intervention programmes.</p>

<p><b>g) Peer Tutoring</b></p> <p>Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p>	<p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p>
<p><b>h) SEMH Support</b></p> <p>We have invested in supporting our pupils vulnerable to mental health and social wellbeing disorder. We have done this by providing services that support pupils with the 5 Ways to Wellbeing and accessing CPD opportunities.</p>	<p>The pupils are given funded access to summer camps and additional sports lessons during the return to school and recovery curriculum implementation stage. These additional services are funded by the recovery catch up premium and the impact will be measured in terms of the pupil's:</p> <ul style="list-style-type: none"> <li>• Connection and relationships with their peers</li> <li>• Levels of physical activity</li> <li>• Learning – additionally discovering interests and talents</li> <li>• Self-awareness – recognising and adopting strategies around feelings, self-regulation, resilience, self-care and emotional intelligence</li> </ul> <p>In addition to this, our Mental Health Senior Leader will be accessing accredited CPD opportunities that will enable the school to further develop and embed the whole school approach to SEMH.</p>

## 2. Targeted Support:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Digital Technology</b></p> <p>The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"><li>- Programmes for students, where learners use technology in problem solving or more open-ended learning, and</li><li>- Technology for teachers such as interactive whiteboards</li></ul>	<p>The school intent is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children and in closing the gaps in learning for all.</p>
<p><b>b) Small Group or 1:1 Tuition</b></p> <p>Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p>	<p>We invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Baseline assessments upon return to school have identified gaps in learning to be considered when planning whole class lessons. However, individuals have been selected for small group and individual support if they demonstrate a significant lack of progress in relation to their peers.</p>
<p><b>c) Speech and Language Intervention</b></p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"><li>- Use of a Speech Therapist for pupils with SEND.</li><li>- Targeted reading aloud and discussing books with young children.</li></ul>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a</p>

<ul style="list-style-type: none"> <li>- Explicitly extending pupils' spoken vocabulary.</li> <li>- The use of structured questioning to develop reading comprehension.</li> </ul>	<p>high incidence of Speech and Language SEND upon entry to the school.</p> <p>The Recovery Curriculum has a specific focus on language and communication within Early Years and into KS1 as the youngest children have not had their Nursery entitlement. Additionally, EAL pupils may have developed further gaps in learning if they have spent large periods of time at home during the pandemic, where the 1<sup>st</sup> language is not English.</p>
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### 3. Other Approaches:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Parental Involvement</b></p> <p>Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Additionally, getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p>	<p>There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils had lower attendance than their peers and although data indicates a significant improvement in this area we are aware of the need to embed our strategies and work with families.</p> <p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with SEND or social and emotional needs.</p>
<p><b>b) Educational Visitors, Trips and Extra Curricular Clubs</b></p> <p>Educational visits and extra-curricular clubs provide the children with real life experiences and opportunities to engage</p>	<p>Evaluations and monitoring carried out within school has identified that in normal circumstances our Pupil Premium</p>

<p>in activities that they may not get at home. Our programme of visits, visitors and extra-curricular clubs aim to improve the quality of education and enable pupils to discover interests, talents, SMSC and a love for lifelong learning.</p>	<p>families financial circumstances present them with challenges around providing their child with a wide range of opportunities and/or experiences. This has been further highlighted by lockdown and the pandemic circumstances have also led to Non-Disadvantaged children experiencing this. Public Health guidelines have prevented the school from organising educational visits or have specialists coming to visit the children. Therefore, for both academic and personal development outcomes we are committed to supporting families financially as more visits are arranged.</p>
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. 13.1% of our pupils are currently in receipt of Pupil Premium funding.

Challenge number	Detail of challenge
<p>1</p>	<p style="text-align: center;"><b>SEND Status</b></p> <p><b>34% of the Pupil Premium children are diagnosed with SEND.</b></p> <p>Just over a third of our Pupil Premium children also have special educational needs that leave them even more vulnerable to underachievement in relation to their peers. When analysing the cohort profiles the main needs are speech and language as well as cognition and learning. During 2020-21 the Covid pandemic led to these pupils receiving less individual support from external specialists than they would normally have had. Closing these gaps will be a focus within our strategy for 2021-22.</p> <p>In addition to this, there are Non-Disadvantaged SEND pupils who due to remote learning may not have had specific interventions that they require to meet their needs. This is also a consideration regarding SEND funding and using recovery funding if there are any social and emotional needs that have arisen due to this.</p>
<p>2</p>	<p style="text-align: center;"><b>Self Esteem and Confidence Issues</b></p> <p><b>26.4 % of the Pupil Premium children display or have disclosed significant issues with self esteem.</b></p>



	<p>Low self esteem can have a significantly negative impact on academic performance. It can lessen a pupil's engagement in learning opportunities, dampen aspirations and reduce the willingness to take risks or challenge oneself. This will reduce a pupil's potential to achieve in line with or at a higher standard than their peers.</p> <p>Another significantly negative impact is regarding mental health and social wellbeing. Having a low self esteem is a risk factor for developing mental health disorder as it can negatively impact on:</p> <ul style="list-style-type: none"> <li>- Relationships with friends, family and in the community</li> <li>- The pupil's sense of self worth</li> <li>- Mood and emotional intelligence</li> <li>- Ability to communicate feelings or problems</li> </ul> <p>The school will approach this issue by considering the pupil's SEMH needs first so that over time they have a greater readiness and willingness to learn. Support will be provided using a whole school approach and intervention programmes where needed.</p>
<p><b>3</b></p>	<p style="text-align: center;"><b>Attendance and Punctuality</b></p> <p><b>26.4 % of the Pupil Premium children have had previous or current attendance or punctuality concerns.</b></p> <p>Due to a commitment of working with families and implementing the process of challenging persistent absence the number of Pupil Premium children with a specific attendance or punctuality concern has reduced since the previous strategy. However, given the nature of 2020-21 and the impact of the pandemic we continue to view attendance as a challenge as the approach to promoting attendance and punctuality requires day to day embedding of culture. It is interesting to note that if a Pupil Premium child is a persistent absentee then it tends to be a significant issue rather than being just under 90%.</p> <p>An ongoing target for the school is improving the attendance and punctuality of the Pupil Premium children so that it is consistently at least in line with the Non-Disadvantaged. In addition to this, all pupils had a varying level of support at home with remote learning, thus in comparison with their peers a group of them have developed gaps in learning. The strategies we are implementing or plan to use are very much dependent on the pupils being in school the overwhelming majority of the time.</p>
<p><b>4</b></p>	<p style="text-align: center;"><b>Adverse Childhood Experiences (ACEs)</b></p> <p><b>24.5 % of Pupil Premium children have had an Adverse Childhood Experience.</b></p> <p>A significant number of our Pupil Premium children became more vulnerable to developing mental health disorder during the pandemic as risk factors increased. These are namely:</p>

	<ul style="list-style-type: none"> <li>- family mental health</li> <li>- financial issues</li> <li>- bereavement</li> <li>- domestic violence</li> <li>- parental separation</li> <li>- lack of connection with peers</li> <li>- being active</li> <li>- learning new things</li> </ul> <p>Upon return to school, every child was individually considered and assessed where necessary regarding mental health. The challenge for the school is in providing a whole school approach to SEMH and intervention programmes for those that indicate signs of potential mental health disorder but who do not yet meet the threshold for diagnosis or specialist health support.</p> <p>The Recovery Curriculum and SEMH provision continues to target support for these pupils.</p> <p>Please note that safeguarding concerns are considered separately as the process provides a clear diagnosis of need.</p>
5	<p style="text-align: center;"><b>Safeguarding and Welfare</b></p> <p><b>18.9 % of our Pupil Premium children have safeguarding and welfare concerns.</b></p> <p>Our previous strategy and ongoing analysis indicates a large percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. This % is even more significant when compared with non-disadvantaged pupils. The Recovery Curriculum, SEMH provision and additional staffing and training continues to ensure high quality support for these pupils.</p>
6	<p style="text-align: center;"><b>Barriers to Remote Learning</b></p> <p>As a school we have analysed and evaluated the remote learning provision and are pleased to report that parents, staff and pupils felt that it was successfully implemented. However, we are also aware that by the pure nature of it, as opposed to face-to-face classroom learning there are barriers for all pupils but these may be more significant for disadvantaged households, especially regarding resources, ICT systems and family pressure. Other factors include:</p> <ul style="list-style-type: none"> <li>- Poorer pupil engagement in learning</li> <li>- Access to appropriate resources for all pupils</li> <li>- Pressure on families</li> <li>- Staff wellbeing and workload</li> <li>- Staff absence and/or shielding/isolation</li> </ul>

	<ul style="list-style-type: none"> <li>- ICT resources in school</li> <li>- Access to teacher CPD to facilitate remote learning</li> <li>- ICT systems incorporating the various styles of learning</li> <li>- Teacher's ability to address misconceptions quickly/provide feedback</li> </ul>
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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. There are some outcomes that refer directly to targets in relation to our Pupil Premium children. Other intended outcomes should be read as for all pupils, especially those identified as needing to close gaps in learning or receive SEMH intervention.

Intended outcome	Success criteria
<p>Pupil Premium children achieve well within English and Maths so they are ready for the next stage of their education.</p> <p>Pupil Premium children engage and achieve well in the wider curriculum and extra-curricular opportunities such as the arts, sports etc.</p>	<p>The achievement (progress and attainment) of Pupil Premium children in Reading, Writing, Maths, Phonics and Times table tests is at least in line with their non-disadvantaged peers nationally.</p> <p>Internal and external data indicates that pupils have successfully closed gaps in learning across all core areas.</p> <p>Internal assessment data indicates Pupil Premium children are performing in line with their peers within the wider curriculum subjects. There is evidence of Pupil Premium children engaging in extra curricular clubs and discovering interests and talents.</p>
<p>To develop the knowledge of pupils' individual social and emotional needs (SEMH) which affect their learning and improve their readiness to learn.</p> <p>This includes promoting self-esteem strategies such as the Resilience Framework and also raising awareness of potential self-care strategies around SEMH.</p> <p>The whole school approach and individual intervention where necessary will centre</p>	<p>Pupil voice indicates that they feel supported by their peers and adults in maintaining a positive mental health.</p> <p>Behaviour logs, PSPs and individual data indicates an improvement in the pupil's behaviour and/or that they are applying protective factors to access learning.</p>

<p>on applying protective factors around the child that make them less vulnerable to a diagnosed mental health disorder. These protective factors are namely the 5 ways to Wellbeing:</p> <ul style="list-style-type: none"> <li>- Be Active</li> <li>- Be Kind</li> <li>- Connect – positive relationships in school, home and community</li> <li>- Learning new things</li> <li>- Becoming more self-aware – emotional intelligence</li> </ul>	<p>Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring.</p>
<p>To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children.</p>	<p>Pupil Premium attendance overall is 96% or above and falls at least in line with non-disadvantaged pupils nationally.</p> <p>There are no Pupil Premium children who are defined as persistent absentees.</p>

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children.

As part of this process we are aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as:

- Pupil Progress Meetings
- Book Scrutiny
- Data Analysis
- Learning Walks
- SEND Assessment
- Lesson Observations
- Pupil Voice
- Governor Visits

This data is used to inform our future Pupil Premium Strategy.

## 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.

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. The funding will be used to supplement our budget allocations mainly within:

- Achievement in core subjects – closing the gaps in learning
- Achievement in the wider curriculum – enrichment
- Personal development – mainly Social, Emotional and Mental Health
- Individualised support – SEND needs that require an increase in support outside of SEN funding
- CPD within core priorities – curriculum, teaching, learning, assessment and SEMH

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Scheme Resources	<b>£1500</b> Phonics and Reading Comprehension Tracking and Assessment	1, 6
Reading and Phonics Catch up Resources	<b>£670</b> Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning	1, 6
Rapid Reading Teaching Assistant	<b>£16000</b> 1:1 reading intervention Phonics and reading Comprehension Feedback/Assessment for learning	1, 6
Mental Health Leader – CPD and resources for whole school approach	CPD - £600 Resources – £1000 <b>£1600</b> SEMH Meta-cognition and self-regulation Parental Involvement Collaborative Learning Peer Tutoring ACEs and Trauma	2, 4, 5

Digital Education Platform to support remote learning and homework	<b>£1500</b> Digital Technology Barriers to Remote Learning Online learning platform Feedback and Assessment	6
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66338

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Educational Resources	KS2 - <b>£265</b> Catch Up allocation for specific programmes Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning	
EYFS Classroom Support and Targeted Intervention Programmes	Salary - <b>£10400</b> (Full Time). Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary 1:1 Reading Phonics Vocabulary Arithmetic Social and Emotional skills – SEMH	
Y1 Classroom Support and Targeted Intervention Programmes	Salary - <b>£5903</b> (pm hours) Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary Language Link – Speech and Language	PP children are targeted – 7  Recovery – the staff are part of identification of

	<p>1:1 Reading Phonics Vocabulary Arithmetic Social and Emotional skills – SEMH</p>	<p>vulnerability of SEMH and closing gaps in learning in core subjects – 20</p>
<p>Y2 Classroom Support and Targeted Intervention Programmes</p>	<p><b>£5903</b> (pm hours) Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary Language Link – Speech and Language 1:1 Reading Phonics Vocabulary Writing Social and Emotional skills – SEMH</p>	<p>PP children are targeted – 7  1:1 TA support for PP individual  Recovery – the staff are part of identification of vulnerability of SEMH and closing gaps in learning in core subjects</p>
<p>Y3 Classroom Support and Targeted Intervention Programmes</p>	<p>Salary - <b>£5903</b> (pm hours) Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary Responsive Core Subject Intervention- plug the gap Spelling 1:1 Reading EHCP Targets Social and Emotional skills – SEMH</p>	<p>PP children are targeted – 7  Recovery – the staff are part of identification of vulnerability of SEMH and closing gaps in learning in core subjects</p>
<p>Y4 Classroom Support and Targeted Intervention Programmes</p>	<p><b>£5903</b> (pm Hours) Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary Arithmetic Reading and comprehension Responsive Core Subject Intervention Thinking skills EHCP Targets – including lunchtime support Social and Emotional skills – SEMH</p>	<p>PP children are targeted – 12  Recovery – the staff are part of identification of vulnerability of SEMH and closing gaps in learning in core subjects</p>
<p>Y5 Classroom Support and Targeted</p>	<p>Salary - <b>£5903</b> (pm Hours)</p>	<p>PP children are targeted – 9</p>

Intervention Programmes	<p>Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary</p> <p>Plug the gap</p> <p>Reading and comprehension</p> <p>Precision Spelling</p> <p>Social and Emotional skills – SEMH</p>	Recovery – the staff are part of identification of vulnerability of SEMH and closing gaps in learning in core subjects
Y6 Classroom Support and Targeted Intervention Programmes	<p><b>£5903</b> (pm hours)</p> <p>Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 65% of salary</p> <p>Fine Motor Skills – linked to life skills</p> <p>Thinking Skills</p> <p>Maths – Pre-teach</p> <p>Speech and Language</p> <p>Social and Emotional skills – SEMH</p> <p>Precision Spelling</p> <p>Reading and Comprehension</p>	<p>PP children are targeted – 11</p> <p>Recovery – the staff are part of identification of vulnerability of SEMH and closing gaps in learning in core subjects</p>
Teaching Assistant Speech and Language support	<p><b>£8855</b></p> <p>Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 50% of salary (representation of PPG children)</p> <p>Speech and language intervention</p> <p>Language link</p> <p>1:1 sessions</p>	
SEND Manager Pastoral support	<p><b>£11400</b></p> <p>Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 50% of salary</p> <p>Monitoring and implementing strategies to support the most vulnerable.</p> <p>Identifying and supporting SEMH needs for learners across the school</p> <p>Developing and implementing strategies to support 1:1 and strategies to support children accessing whole class learning.</p>	



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

Budgeted cost: £8451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits	<p><b>£690</b></p> <p>EYFS – Y3 21 x £20 per pupil = £420</p> <p>Families pay 50% (<b>£210</b>)</p> <p>Y4 – Y6 32 x £30 per pupil = £960</p> <p>Families pay 50% (<b>£480</b>)</p>	PP – 53
Forest School Leader Supporting SEMH Linking with curriculum/outdoor learning	<p><b>£5313</b></p> <p>Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 30% of salary</p> <p>Collaborative Learning</p> <p>SEMH</p> <p>Mastery Learning</p> <p>Meta-cognition and self-regulation</p>	
Attendance and Family Liaison officer	<p><b>£2448</b></p> <p>Working with families to promote attendance- meeting and communicating with parents</p> <p>Monitoring targeted individuals providing support for them and their families.</p>	

### Total budgeted cost:

Strategy	Cost £
Teaching	<b>21270</b>
Targeted Academic Support	<b>66338</b>
Wider Strategies	<b>8451</b>

<b>Total Budgeted Cost</b>	<b>96059</b>
<b>Income</b>	<b>87051</b>
<b>Overspend</b>	<b>9008</b>

The overspend is manageable within our budget and we will continue to prioritise the pupils SEMH and academic achievement. There will be some strategies where there is flexibility in terms of continuing them if affordability is there (for example tuition, teaching assistant allocation, summer camp). In addition to this, the spend on further phonics resources will not be necessary in future years so we are comfortable with the overspend and its value for money.

## 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?*

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity and extra support during the remote learning period had on pupils in the 2020 to 2021 academic year.

#### Attendance and Punctuality: 2020-2021

	<b>Overall Attendance %</b>	<b>Persistent Absentee (less than 90%) %</b>
<b>Whole School</b>	94.1	13.3%
<b>Pupil Premium</b>	88.6%	24%

The % gap between Pupil Premium and the whole school has stalled over this academic year as pupils are targeted for intervention and support where necessary at an early stage via the attendance policy procedures. The PP persistent absenteeism being higher was due to specific individuals isolating due to anxieties and other health issues with the families. The school worked closely with families to ensure a return to school as soon as possible.

#### Achievement Data for Pupil Premium:

Internal data shows that PPG children made good progress in line with their peers during this academic year.

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*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?*

## 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

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A for 2020-2021
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2020-2021

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*