

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	William Law CE Primary School
Number of pupils in school	575
Proportion (%) of pupil premium eligible pupils	24% (139)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Martin Adamson (Trust AIO)
Pupil premium lead	Amy Lenton
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 203,302.80
Recovery premium funding allocation this academic year	£ 18,415
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0
Total budget for this academic year	£ 221,717.80

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within William Law CE School, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At William Law CE Primary we aim for the following in relation to our disadvantaged pupils:

1. To achieve in line with their non-disadvantaged peers and meet national outcomes
2. First quality teaching is consistently high across the school, in order for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress
3. To have access to the same opportunities as their non-disadvantaged peers to allow them equal access to cultural capital and enrichment
4. That gaps in knowledge and skills are identified at the earliest opportunity through effective teacher assessment.

At William Law CE School we have adopted a 3 tiered whole school planning model to Recovery Premium and Pupil Premium spending to focus on strategies which will have the greatest impact:

1. Teaching: Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom

teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

2. Targeted academic support: We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

3. Wider strategies: Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support. The current strategy is formulated based on the Education Endowment Foundation recommendations to focus on the 3-tiered approach.

Our first response is to provide a consistently high quality of education, teaching and learning to the pupils through access to high quality first teaching.

At William Law, we then focus on ensuring that children do not fall behind in their learning, by providing the opportunity for instant intervention through daily pick me up sessions, led by the TA or teacher in the afternoon. These are supported by Shine intervention resources and teacher planned activities. We use question level analysis of pupil assessments in order to focus intervention work most effectively on those concepts in Reading, Writing or Maths that a child does not know well enough yet. Interventions are then taught in small groups to support individuals. In addition, phonics interventions are put into place for Key Stage 2 using project X to support children in reading. In addition Little Wandle Catch up programme is used in Early Years, Year 1 and 2.

To ensure that children all have equal access to the same opportunities we do provide funding for disadvantaged pupils for school trips, half-price residentials, contribution towards uniform costs and music tuition. Our pupil premium budget helps to fund the two members of our pastoral team, who are our learning mentors to support pupils readiness to learn. In addition whole school initiatives and support is in place to ensure excellent attendance as well as rigorous attendance monitoring and follow up.

Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.	1
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. Progress and attainment in Reading is weaker than non-disadvantaged pupils nationally.	1 and 2

3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, nonfiction and textbooks to support their facility as writers in KS1 and KS2 in readiness for secondary school.</p> <p>Progress and attainment in Writing is weaker than non-disadvantaged pupils nationally.</p>	1 and 2
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>	1 and 2
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>Progress and attainment in Maths is weaker than non-disadvantaged pupils nationally.</p>	1 and 2
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and continued into the academic year 2021-2022. . A high proportion of the pupils supported each day by our learning mentors are disadvantaged. Social and emotional difficulties are addressed alongside academic needs, it is vital that support is in place to 'Regulate before educate'. It is vital that we addressing pupils' social and emotional difficulties alongside academic needs. For many pupil social and emotional needs are a barrier to children accessing their learning. A high proportion of the pupils supported each day by the learning mentors are disadvantaged.</p> <p>There is a high percentage of vulnerable pupils within persistent absenteeism compared to non pp pupils.</p>	3

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	Challenge Number	Success criteria
All children, including the disadvantaged pupils, have access to high quality first teaching across the school impacting on outcome at the end of Key Stage 2.	1	By 2024/25, Teaching and learning is consistently good or better across the school. This will be evidenced in the monitoring gathered within school, the Trust and external professional reports. The school achieves national outcomes for attainment and progress. Disadvantaged pupils attain equally to their non-PP peers. Teaching and learning is rooted in Rosenshine's principles.
Improved reading attainment and progress among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
Improved writing attainment and progress among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>Gaps in learning are addressed through same day intervention and disadvantaged pupils achieve equally to their non-PP peers. In addition, gaps in learning are addressed through planned intervention based on question level analysis of pupil assessments.</p>	<p>1</p>	<ul style="list-style-type: none"> • Achieve at least national average progress measure (0) in reading, writing and maths at the end of KS2. • Achieve at least national outcomes in phonics screening check • 5+ months additional progress for participating pupils accelerated reader (Year 2 to 6) and PIRA • Intervention has structured supporting resources and lesson plans with clear objectives based on children's learning within lessons. • Same day interventions are based on the children's current needs to ensure there are no misconceptions or gaps in their current learning. Allowing children to access the full curriculum every day.
<p>Pupils social, emotional and mental health needs are addressed in the school</p>	<p>6</p>	<ul style="list-style-type: none"> • PSHRE to be taught weekly following KAPOW • Children are identified if SEM support is needed and sessions are arranged through group or 1:1 sessions • these pupils then make good or better progress in the curriculum
<p>All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.</p>	<p>6</p>	<p>All PP children have access to:</p> <ul style="list-style-type: none"> ○ Appropriate uniform ○ Music tuition ○ Attend school trips and residentials ○ A cooked school meal

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£120,727.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use summative assessment materials in a formative manner. Using tests to identify gaps in learning and plan to address these in teaching sequences. Purchase of standardised tests and MARK analyses for Reading, GAPS and Maths.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation EEF</p>	<p>1,2 and 5</p>
<p>To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.</p> <p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD • Commission the external teaching and learning consultant to work with staff throughout the year <ul style="list-style-type: none"> • Maintain a strong focus on QFT in our internal CPD programme. • Adopt Kapow Computing, PSHRE to ensure consistent progressive teaching of PSHRE and Computing • Develop use of Access Art and DT association resources – Projects on a page to ensure consistent progressive teaching of Art and DT • Follow a whole school coaching model focusing on and using WalkThrus which explain the art and science of teaching in 5-step visual guides. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>1</p>

<p>To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners in reading and particularly for disadvantaged and for prior middle attaining pupils.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p> <p>AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. (<i>EEF</i>)</p>	<p>1 and 2</p>
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<ul style="list-style-type: none"> • Embed the reading approach across the school • Explore reading as a reader (reading skills), reading as a writer (break down text) and writer. <p>All children from Years 3 to 6 (and children in Year 2 who do not need a fully phonically decodable book) access Accelerated Reader embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure. Build on strategies in place so that children can further develop their love of reading by ensuring they finish reading their books.</p> <p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. <p>Texts should be carefully selected to support the teaching of these strategies. (<i>EEF</i>)</p>	
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<p>To purchase and adopt Little Wandle, a DFE recognised systematic, synthetic phonics (SSP) programme, to ensure there is a consistent approach to the delivery of phonics from EYFS and across Key Stage 1, promoting high outcomes for all children.</p> <p>Ensure that all classroom staff have an understanding of strategies to support phonic development beyond EYFS and Key stage 1</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (<i>EEF: Phonics T & L Toolkit</i>).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches. (EEF)</p>	<p>2</p>
<p>To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners in writing and particularly for disadvantaged and for prior middle attaining pupils. Embed the teaching of writing through developments on T4W through T4W consultancy.</p> <ul style="list-style-type: none"> ● To review the literacy teaching sequence with a specific focus on writing. <ul style="list-style-type: none"> o Secure the teaching of SPAG within the writing cycle to ensure that skills are taught, then applied as part of a unit of writing o Secure teachers judgements of writing against the writing assessment frameworks, 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p> <p>Explicitly teach spellings and provide pupils with extensive opportunities to practice them. (EEF)</p>	<p>1 and 3</p>

<p>Ensuring that teachers accurately assess writing and use this information to inform future planning</p> <p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<p>Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. (EEF)</p>	
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy (EEF)</p>	1 and 5
<p>Group, Class and 1:1 session with pupils to support their emotional well-being to ensure pupils are in a position to access their learning.</p> <p>'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs</p>	<p>The core role of the Learning Mentors is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> • increase pupils' confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too <p>(EEF)</p>	4

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	1:1 academic tutoring effectiveness: approximately 5 additional months progress on average (high impact, high cost). <i>(Teaching & Learning Toolkit: EEF)</i>	2
	<p>Project X intervention in Year 3 for phonics intervention.</p> <p><i>(Teaching & Learning Toolkit: EEF)</i></p> <p>Same day interventions are based on the children's current needs to ensure there are no misconceptions or gaps in their current learning. Allowing children to access the full curriculum every day.</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:</p> <p><u>One to one tuition EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Using SSP Little Wandle which was adopted in September 2022.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
Purchase annual subscriptions for reading and maths interventions using SHINE Interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching & Learning Toolkit: EEF).</i>	2 and 5

	Feedback = +8 months progress EEF	
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: Feedback = +8 months progress EEF <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	5
Participate in a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF</u> (educationendowmentfoundation.org.uk)	4

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£52,090.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the social, emotional, mental health of pupils, particularly due to Covid-19 pandemic	Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching (EEF improving social and Emotional Learning) The core role of the pastoral team is taken from DfE Effective use of Pupil Premium Guidance. It is to: <ul style="list-style-type: none"> increase pupils' confidence and resilience 	6

	<ul style="list-style-type: none"> • encourage pupils to be more aspirational • benefit non-eligible pupils too <p>Social & Emotional learning +4 months</p> <p>Research has found that disadvantaged pupils have been worst affected by partial school closures. EEF</p>	
Equal access to enrichment and extra-curricular opportunities	<p>To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and music tuition.</p> <p>To ensure that all PP pupils have the same resources and feel equal to non-pp pupils through uniforms and sports tops.</p>	6

Total budgeted cost: £221,717.80

Part B: Review of outcomes in the previous academic year

Aim	Outcome
All children, including the disadvantaged pupils, have access to high quality first teaching across the school	<p>Through clearly focused CPD all teaching staff throughout the year focused on Rosenshine Principles. Monitoring throughout the year demonstrated a clear shift in QFT in all classes with a clear focus on using success steps, learning objectives and modelling. The teaching sequence was embedded in all subjects. Access to PDET planning documentation had a significant impact on the teaching of Geography, Science and History.</p> <p>Walkthrus will be use continue to focus on AFL and providing scaffolds to learners.</p>
Improved reading attainment and progress among disadvantaged pupils at the end of KS2.	<p>Both Accelerated reader and project X have had significantly positive impact on the children's love of reading in the school for Year 3 to 4, despite the effects of COVID-19 disruptions. The introduction of the recently adopted reading teaching sequence (Shared reading) in Y2-Y6 will support the immerse vocabulary focus for reading and provide a clear structure for teaching retrieval, inference and evaluation. The teaching of Guided Reading using Little Wandle's approach in EYFS, Year 1 and Year 2 has had on children's decoding, prosody and comprehension due to the three lesson structure. We will carefully monitor the delivery of the programmes consistently to track the progress of PP children. Focussed interventions will be used where necessary.</p>

	<p>Little Wandle has been adopted to support the teaching of synthetic phonics to ensure the consistency of delivery. Focused catch up interventions are taught daily for Year 2 children.</p>
<p>Improved writing attainment and progress among disadvantaged pupils at the end of KS2.</p>	<p>This area of pupil achievement has most suffered due to the pandemic disruption in all pupil groups particularly children's independence and writing in line with 'age expectation's..</p> <p>As a result, we have focussed on providing the children with opporunities for short bursts within the Talk 4 Writing teaching sequence. The teaching sequence provides a clear modelled approach to increase stamina of independent writing. Talk 4</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>The delivery of vocabulary in reading and across the curriculum has demonstrated an impact on children being able to access the vocabulary in all subjects.</p> <p>Our developments on Talk 4 Wring is a focus to have significant impact on vocabulary and oral skills.</p>
<p>Improved maths attainment and progress for disadvantaged pupils at the end of KS2.</p>	<p>To ennsure consistency in delivery mastery approach, all staff completed training on using White Rose Hub resoures. Continue to focus on maths progress in SHINE interventions next year and implement targeted Maths support for individuals as required through Pick Me Up and targeted tutoring sessions.</p> <p>Mastery will continue to be embedded across the school with a clear focus on teaching of reasoning and problem solving. Focussed small group/individual interventions will be planned to address specific knowledge gaps which have been exacerbated by the pandemic that are inhibiting the rate of further maths progression for some children.</p> <p>Maths leaders have up to date knowledge of best practice in Maths teaching and through carefull planned CPD disemiated this to staff throughout the year in CPD sessions. Maths leaders will conitue to engage in Mastey Maths programme with the Maths Hubs.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>On track towards aim: Excellent work done throughout lockdown periods to engage our disadvantaged pupils, providing technology and support throughout, inviting dis-engagers into school as needed. Rising Stars 'Shine' targeted interventions have supported these pupils with tuition sessions before and after school along with the after school school-led tutoring programmes run by our own teachers and HLTAs.</p> <p>Improved attendance figures of all pupils at the school with now being 0.1% above national. Our disadvantaged pupils still have poorer attendance than non-disadvantaged pupil by 3.3.%. The implementation of weekly and half termly certificateds and rewards has had a positive impact on attendance and awareness of the importance of attendance.</p> <p>Continued and targeted focus of pastoral team to engage & improve attendance - use of learning platform to ensure educational opportunity is not lost by non-attendance.</p>

<p>Gaps in learning are addressed through same day intervention and disadvantaged pupils achieve equally to their non-PP peers. In addition, gaps in learning are addressed through planned intervention based on question level analysis of pupil assessments.</p>	<p>The use of PUMA,PIRA, GAP assessments has allowed question level analysis to adapt planning. In addition, Rising Stars ‘Shine’ targeted interventions have supported these pupils with tuition sessions before and after school along with the after school school-led tutoring programmes run by teachers and teaching assistants.</p> <p>Our adapted feedback and marking policy focusing on same day intervention has been adapted with teaching assistant being given dedicated time to address misconceptions. This year clear timetables of interventions and whole phase responsibility is demonstrating an impact on the consistency of delivery.</p>
<p>Pupils social, emotional and mental health needs are addressed in the school</p>	<p>On track towards aim, throughout lockdown periods significant progress was made to engage our disadvantaged pupils, providing technology and providing support throughout, inviting dis-engagers into school as needed.</p> <p>Targetted social emotional interventions are planned and delivered following a referral process. For many pupils this support is in place to help children access their learning as social and emotional needs are a barrier to their learning. A lunch time club has also been developed as a form of intervention to support children’s social, emotional and mental health needs.</p> <p>Although improved attendance figures of all pupils, disadvantaged pupils still have poorer attendance than non-disadvantaged pupil. A whole school attendance focus each week in assembly has had an impact on figures, however we are working closely with families with who children are persistent with absences. We will continue to target to engage and improve attendance</p>
<p>All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.</p>	<p>The opportunity for 1:1 music lessons is still available to disadvantaged pupils. An increase in participation trips and residential has been seen. Bikeability has been introduced in Year 1 to provide an early intervention to support children riding their bikes. Swimming in Year 2 has been introduced as well as Swimming in. Key Stage 2 as a significant impact was seen in Swimming progress 21/22 due to the pandemic. An increase in the amount of pupils attending clubs has been seen. More clubs have been made available to all children due to our work with YDP.</p>

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. 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
Shine Intervention Resources	Rising Stars
Accelerated Reader	Renaissance Learning
Talking 4 Writing	Talk 4 writing - Pie Corbett
Rising Stars Spelling	Rising Stars
KAPOW PSHRE	Kapow
Little Wandle	Little Wandle Letters and Sounds Revised

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

Further information (optional)

N/A