

Pupil Premium Strategy Statement – 3-Year Plan

Hardwick Primary School – September 2021-July 2024



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	Hardwick Primary School
Number of pupils in school	579
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers	2021/22-2023/2024
Date this statement was published	12/11/2021
Date on which it will be reviewed	15/07/2022
Statement authorised by	Rani Sandhu
Pupil premium lead	Laura Smith
Governor / Trustee lead	Clive Sayers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,465
Recovery premium funding allocation this academic year	£36,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2021-2022 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£371,570
Currently anticipated PP funding 2022-2023	£326,723
Currently anticipated PP funding 2023-2024	£305,539

Part A: Pupil premium strategy plan

Statement of intent

At Hardwick Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, are equipped and enabled to become caring, critical and creative individuals who can contribute positively to their community and to society as a whole. We intend that all pupils are supported to make good progress and achieve their potential across all subject areas.

Our intentions are underpinned by our school values – CARE:

Caring *where everyone cares about each other and our school;*

Achieving *where everyone always does better than their previous best;*

Respectful *where everyone remembers their manners and respects one another;*

Exciting *where everyone enjoys learning and experiencing new challenges.*

The focus of our pupil premium strategy is to achieve these goals, with recognition of, and planned action to address, key challenges faced by our vulnerable pupils.

The provision of high-quality teaching is central to our Pupil Premium Strategy, as this is proven to have the greatest impact on closing the disadvantage attainment gap whilst benefiting all pupils. This is particularly important given the widening of some attainment gaps, which had previously been closing or closed, following the COVID-19 pandemic. Through the recruitment of HLTAs as part of our strategy, we aim to support and enhance classroom provision, as well as providing targeted interventions, to enable our disadvantaged pupils to attain and achieve on a par with their non-disadvantaged peers.

Our school data, assessments and consultations demonstrate to us that our disadvantaged pupils experience barriers to achieving the above learning progress, particularly in the form of attendance and punctuality, vocabulary and oracy, wider life experiences and social, emotional and mental wellbeing. Our Pupil Premium Strategy therefore plans to address these aspects, to enable the subsequent progress and attainment of our disadvantaged pupils.

This Pupil Premium Strategy sits alongside wider school plans for education recovery for all our pupils, particularly the National Tutoring Programme and provision of 'Catch-Up' tuition.

Challenges

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

Challenge number	Detail of challenge
1	Many of our children have gaps in their learning, arrive in school not at normal transition points and are generally well below age-related expectations when they start school. This has been exacerbated by the COVID-pandemic, with disadvantaged pupils often being disproportionately affected. Our data shows that, whilst some attainment gaps have continued to close, others have widened when compared to pre-pandemic end-of-year data. Therefore, our Pupil Premium Strategy will focus on ensuring all disadvantaged children receive consistently high-quality personalised teaching and learning that ensures they make accelerated progress.

2	Our assessments and observations show that for many of our children, limited vocabulary, poor phonics and/or poor oracy skills are a barrier to their progress and attainment. This is the case both for our pupils for whom English is a first language and for our EAL and NtE pupils. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged pupils' vocabulary, reading and oracy skills to support their whole curriculum learning and development.
3	Our discussions and observations show that many children have limited access to wider life and extracurricular activities. This further limits their vocabulary, wider knowledge of the world and ability to attach their learning to prior experiences. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities.
4	Attendance and punctuality is a barrier for some of our most disadvantaged children. The attendance of pupil premium children at the end of 2020/21 was 1-2% lower in all year groups than their non-PP peers and below national averages (in 2018/19, attendance of PP children was generally equal to, or in some cases slightly higher, than non-PP). A higher percentage of PP children are also persistent absentees when compared to their non-PP peers, which impacts on their progress, attainment and wider wellbeing. In addition to lower attendance rates, the families of some of our most disadvantaged children struggle to provide uniform, equipment and to ensure that their children arrive at school ready to learn. Therefore, our strategies will provide mechanisms and support for children and families to ensure that children can arrive on time, with good attendance, ready to learn and feeling a part of their school community.
5	Many of our children enter school with social, emotional, physical and mental health needs, and require support with their mental health and wellbeing in order to be able to access and participate in learning. This, similarly to Challenge 1, has also been heightened as a result of the COVID pandemic, as is demonstrated in pupil and parent surveys. Therefore, our Pupil Premium Strategy will focus on improving the mental health and wellbeing of all children and will, in particular, support disadvantaged children and 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
Improved attainment and progress of disadvantaged pupils by securing high quality teaching and learning across the school.	<p>All disadvantaged pupils have caught up with their pre-COVID attainment levels by July 2022 and are achieving their school FFT targets by July 2023. This is sustained through to July 2024 with increasing percentages of pupils meeting ARE, in addition to their FFT targets.</p> <p>All negative attainment gaps between Pupil Premium and non-Pupil Premium children are closing year-on-year.</p> <p>July 2022 review: The impact of COVID-19 is particularly apparent for our disadvantaged pupils with the concurrent reopening of attainment gaps, particularly when compared with July 2019 data; non-pupil premium children outperformed pupil premium children across statutory assessments this year.</p>

2021-22	% achieving GLD/EXS+ in statutory assessments			National All (Full national breakdowns available in the Autumn term)
	All	PP	Non-PP	
Reception				
GLD	45	24	53	
Year 1				
Phonics Pass	58	50	64	
Year 2				(From FFT Early Average Data 2022)
Combined EXS+	42	39	45	
Reading EXS+	47	42	52	68
Writing EXS+	42	39	45	59
Maths EXS+	52	48	55	70
Phonics Pass	80	74	86	
Year 6				(From National DfE Statistics 2022)
Combined RWM EXS+	46	36	56	59
Reading EXS+	51	43	60	74
Writing EXS+	62	53	72	69
Maths EXS+	50	40	60	71
SPaG EXS+	52	45	60	72
Reading VA Score (from FFT Early Analysis)	-1.3	-1.1	-1.5	
Writing VA Score (from FFT Early Analysis)	+2.3	+2.5	+2.1	
Maths VA Score (from FFT Early Analysis)	-0.3	-0.6	0.0	

Summer Teacher Assessment Data (as reported in Annual Safeguarding and Inclusion Report)		July 2019 TA			July 2021 TA			July 2022 TA (other than statutory data for all of Y2 and Y1 phonics)		
		PP	Non-PP	Gap (Internal PP compared to Non-PP)	PP	Non-PP	Gap (Internal PP compared to Non-PP)	PP	Non-PP	Gap (Internal PP compared to Non-PP)
FS 1	CLL	90 %	57 %	+33%	73 %	64 %	+9%	38 %	50 %	-12%
	PD	90 %	63 %	+27%	93 %	77 %	+16%	63 %	57 %	+6%
	PSED	90 %	63 %	+27%	73 %	68 %	+5%	50 %	67 %	-17%
FS 2	Reading	63 %	65 %	-2%	35 %	60 %	-25%	47 %	51 %	-4%
	Writing	63 %	65 %	-2%	35 %	57 %	-22%	24 %	49 %	-25%
	Maths	63 %	63 %	=	35 %	63 %	-28%	18 %	51 %	-33%
	GLD	58 %	63 %	-5%	35 %	54 %	-19%	18 %	47 %	-29%
Y1	Reading	76 %	61 %	+15%	41 %	41 %	=	44 %	61 %	-17%
	Writing	66 %	45 %	+21%	41 %	41 %	=	41 %	64 %	-23%
	Maths	72 %	55 %	+17%	55 %	56 %	-1%	52 %	70 %	-18%
	Phonics	79 %	73 %	+6%	33 %	27 %	+6%	48 %	65 %	-17%

Y2	Reading	35%	82%	-47%	38%	29%	+9%	42%	52%	-10%
	Writing	45%	74%	-29%	29%	23%	+6%	39%	45%	-6%
	Maths	45%	74%	-29%	33%	34%	-1%	48%	55%	-7%
	Phonics	75%	87%	-12%	-	-	-	74%	86%	-12%
Y3	Reading	37%	48%	-11%	40%	44%	-4%	41%	67%	-26%
	Writing	34%	35%	-1%	25%	41%	-16%	36%	56%	-20%
	Maths	41%	52%	-11%	23%	44%	-21%	40%	64%	-24%
Y4	Reading	61%	48%	+13%	21%	44%	-23%	43%	64%	-21%
	Writing	61%	37%	+24%	18%	38%	-20%	30%	50%	-20%
	Maths	61%	55%	+6%	24%	49%	-25%	35%	64%	-29%
Y5	Reading	61%	57%	+4%	41%	68%	-27%	49%	90%	-41%
	Writing	46%	42%	+4%	27%	55%	-28%	49%	78%	-29%
	Maths	61%	79%	-18%	35%	58%	-23%	57%	78%	-21%
Y6	Reading	61%	66%	-5%	78%	57%	+21%	49%	72%	-23%
	Writing	68%	75%	-7%	72%	57%	+15%	60%	72%	-12%
	Maths	59%	66%	-7%	74%	57%	+17%	53%	72%	-19%

However, pupil premium children are closing the gaps between their current attainment and school FFT targets in all subjects and year groups other than one (Y2 maths), though most are not yet achieving their FFT targets. Across KS1 and KS2, pupil premium children are now on average 4.15 away from their FFT scaled score targets in reading, 5.5 away from their FFT scaled score targets in writing and 4.1 away from their FFT scaled score targets in maths (as compared to being 8.4 away in reading, 10.4 away in writing and 10.0 away in maths at the end of the autumn term). Pupil Premium children, on average, are now closer to their FFT targets in maths than non-Pupil Premium children whilst non-Pupil Premium children are closer to their FFT targets in reading and writing.

Improved language and communication skills among disadvantaged pupils.

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.

All children have passed their Phonics Screening Test within three years of starting full time education by July 2022 and within two years of starting full time education by July 2023.

July 2022 review: The embedding of oracy within all classrooms and across the curriculum has continued this year with additional staff training, support for the embedding of whole school oracy strategies and audit by Voice21. Oracy assemblies have also been introduced this year as well as an extra-curricular

	<p>debating club. Subject reviews note an increase in pupils' ability to articulate their learning within lessons and in sharing their work in books.</p> <p>50% of PP children passed the Y1 phonics screening test this year, as compared to 58% of all children. 74% of PP children in Y2 have now passed the phonics screening, as compared to 80% of all Y2s.</p> <p>Additional widespread phonics teaching has continued in Y3 this year to reflect the particularly disrupted phonics teaching these children have received in previous years due to COVID-19. Intervention groups have targeted children in Y4, 5 and 6 who had/have not yet passed the phonics screening test.</p>																																				
Disadvantaged pupils access a range of extra-curricular opportunities which enrich their access to the curriculum and build cultural capital.	<p>All disadvantaged children take part in at least 2 extracurricular activities and 2 visits per year by July 2022 and at least 3 by July 2023.</p> <p>July 2022 review: All year groups (with all children included as present at the time) from FS2 to Y6 have completed at least 2 visits over the course of the academic year.</p> <p>The provision of extra-curricular activities has significantly increased this year, with teachers and TAs offering blocks of extra-curricular tuition and enrichment activities.</p> <p>79% of PP children have attended at least one extra-curricular activity this year (compared to 73% of non-PP children).</p> <table><tr><th colspan="6">Attendance at extra-curricular activities</th></tr><tr><td colspan="6">(based on after-school sports, after-school Tues HLTA clubs, after-school Weds enrichment and with and without after-school tuition/breakfast club)</td></tr><tr><th colspan="6">(Data excludes FS1 children)</th></tr><tr><th></th><th>Attended at least one extra-curricular activity (including breakfast club and after-school tuition)</th><th>Attended at least one extra-curricular activity (including after-school tuition)</th><th>Attended at least one extra-curricular activity (excluding after-school tuition)</th><th>Attended at least two extra-curricular activities (including after-school tuition, excluding breakfast club)*</th><th>Attended at least two extra-curricular activities (including after-school tuition and breakfast club)*</th></tr><tr><td>All children (out of 538)</td><td>76% (409)</td><td>71% (383)</td><td>54% (295)</td><td>31% (169)</td><td>43% (231)</td></tr><tr><td>PP (out of 254)</td><td>79% (201)</td><td>74% (189)</td><td>66% (168)</td><td>40% (101)</td><td>54% (136)</td></tr></table>	Attendance at extra-curricular activities						(based on after-school sports, after-school Tues HLTA clubs, after-school Weds enrichment and with and without after-school tuition/breakfast club)						(Data excludes FS1 children)							Attended at least one extra-curricular activity (including breakfast club and after-school tuition)	Attended at least one extra-curricular activity (including after-school tuition)	Attended at least one extra-curricular activity (excluding after-school tuition)	Attended at least two extra-curricular activities (including after-school tuition, excluding breakfast club)*	Attended at least two extra-curricular activities (including after-school tuition and breakfast club)*	All children (out of 538)	76% (409)	71% (383)	54% (295)	31% (169)	43% (231)	PP (out of 254)	79% (201)	74% (189)	66% (168)	40% (101)	54% (136)
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>All disadvantaged pupils are showing good or improving attendance, closing the gap to national attendance averages by July 2022 and being in line or above national attendance averages by July 2023.</p> <p>This is sustained through to July 2024 with PP attendance being in line with or above both non-PP attendance and national averages.</p> <p>July 2022 review: The school average attendance of both pupil premium and non-pupil premium children has increased since 2020-21. The whole school attendance of pupil premium children is slightly lower than the % attendance for all pupils (92.0% compared to 92.6%) and the percentage of persistently absent children is slightly higher amongst pupil premium children as compared to all (27.2% for PP children; 26.1% for all).</p> <p>Meetings have, and are continuing, to take place with parents with school, NCAT and EWOs to seek to improve attendance.</p> <p>The provision of a free breakfast club has been particularly successful this year, with 75-80 children attending on an average day. This has also been a key provision when discussing attendance with parents and seeking strategies for improvement.</p> <p>Year group breakdown as below:</p> <table><tr><th></th><th colspan="3">Attendance 2018-19</th><th colspan="3">Attendance 2020-21</th><th colspan="3">Attendance 2021-22</th><th></th></tr><tr><th></th><th>PP</th><th>Non-PP</th><th>Gap (Internal PP compared to Non-PP)</th><th>PP</th><th>Non-PP</th><th>Gap (Internal PP compared to Non-PP)</th><th>PP</th><th>Non-PP</th><th>Gap (Internal PP compared to Non-PP)</th><th>FFT National attendance average 2021-22</th></tr><tr><td>FS 2</td><td>92.1 %</td><td>93.0 %</td><td>-0.9%</td><td>86.8 %</td><td>88.2 %</td><td>-1.4%</td><td>90.7 %</td><td>91.2 %</td><td>-0.5%</td><td>All:92.8%</td></tr><tr><td>Y1</td><td>95.8 %</td><td>95.7 %</td><td>+0.1%</td><td>91.8 %</td><td>93.2 %</td><td>-1.4%</td><td>89.9 %</td><td>93.2 %</td><td>-3.3%</td><td rowspan="5">FSM6: 90.5% Non-FSM6: 93.7%</td></tr><tr><td>Y2</td><td>95.5 %</td><td>95.3 %</td><td>+0.2%</td><td>91.1 %</td><td>93.1 %</td><td>-2.0%</td><td>93.6 %</td><td>95.0 %</td><td>-1.4%</td></tr><tr><td>Y3</td><td>95.6 %</td><td>95.6 %</td><td>=</td><td>93.0 %</td><td>94.9 %</td><td>-1.9%</td><td>92.3 %</td><td>94.4 %</td><td>-2.1%</td></tr><tr><td>Y4</td><td>96.6 %</td><td>96.3 %</td><td>+0.3%</td><td>91.6 %</td><td>93.2 %</td><td>-1.6%</td><td>93.5 %</td><td>94.5 %</td><td>-1.0%</td></tr><tr><td>Y5</td><td>96.5 %</td><td>96.3 %</td><td>+0.2%</td><td>94.0 %</td><td>95.2 %</td><td>-1.2%</td><td>91.6 %</td><td>93.7 %</td><td>-2.1%</td></tr><tr><td>Y6</td><td>95.6 %</td><td>96.6 %</td><td>-1.0%</td><td>91.5 %</td><td>92.9 %</td><td>-1.4%</td><td>92.9 %</td><td>95.7 %</td><td>-2.8%</td><td></td></tr></table>		Attendance 2018-19			Attendance 2020-21			Attendance 2021-22					PP	Non-PP	Gap (Internal PP compared to Non-PP)	PP	Non-PP	Gap (Internal PP compared to Non-PP)	PP	Non-PP	Gap (Internal PP compared to Non-PP)	FFT National attendance average 2021-22	FS 2	92.1 %	93.0 %	-0.9%	86.8 %	88.2 %	-1.4%	90.7 %	91.2 %	-0.5%	All:92.8%	Y1	95.8 %	95.7 %	+0.1%	91.8 %	93.2 %	-1.4%	89.9 %	93.2 %	-3.3%	FSM6: 90.5% Non-FSM6: 93.7%	Y2	95.5 %	95.3 %	+0.2%	91.1 %	93.1 %	-2.0%	93.6 %	95.0 %	-1.4%	Y3	95.6 %	95.6 %	=	93.0 %	94.9 %	-1.9%	92.3 %	94.4 %	-2.1%	Y4	96.6 %	96.3 %	+0.3%	91.6 %	93.2 %	-1.6%	93.5 %	94.5 %	-1.0%	Y5	96.5 %	96.3 %	+0.2%	94.0 %	95.2 %	-1.2%	91.6 %	93.7 %	-2.1%	Y6	95.6 %	96.6 %	-1.0%	91.5 %	92.9 %	-1.4%	92.9 %	95.7 %	-2.8%	
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To achieve and sustain improved wellbeing and resilience for all pupils in	<p>Increased mental health and wellbeing due to personalised support programmes in nurture for pupils identified with a specific need to (ELSA, Nurture ABC, Theraplay, Nurture).</p> <p>Pupils receiving nurture intervention make good or accelerated progress in RWM and increase in confidence.</p>																																																																																															

<p>our school, particularly our disadvantaged pupils.</p>	<p>Class engagement increases and pupils are engaged in lessons, after school clubs and other extracurricular activities.</p> <p>July 2022 review: The provision of mental health and wellbeing support this year has been increased and widened to include lunchtime and after-school groups, in addition to nurture groups, ELSA support, Nurture ABC and individual direct work. 78 different children have accessed at least one of these nurture provisions this year – 58% of whom have been pupil premium children (42% non-pupil premium).</p> <p>Class teachers report an increase in the engagement and confidence of these pupils within the classroom. 85% of all children and 93% of PP children attending some form of nurture/wellbeing support have accessed at least one extra-curricular activity this year (both figures above the rates from those children not attending a nurture/wellbeing provision).</p> <p>Pupils receiving nurture intervention are, on average, 6 points closer to their reading and writing FFT targets at Summer 2022 than at Baseline 2021, and 7 points closer to their maths FFT targets (based on scaled scores for pupils with FFT targets, baseline and summer assessments). 86% of children receiving nurture interventions made good or accelerated progress from Baseline 2021 to Summer 2022 in reading, 88% in writing and 88% in maths.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2021-2022)** to address the challenges listed above. We have also outlined key anticipated costs of ongoing provisions as part of our 3-year plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £273,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of 8 HLTAs to support quality of teaching and learning across year groups, to deliver and enable teacher delivery of targeted support and intervention in all lessons, including targeted EAL support and extra-curricular provision</p>	<p>OFSTED Research (2019) suggests that effective pedagogy consists of both teaching and the provision of instructive and stimulating learning environments.</p> <p>Findings from the recent Ofsted report (COVID-19 series: briefing on schools, October 2020 visits) show how the gap has widened for the most vulnerable pupils. It concluded that many schools are focussing on reading, mathematics</p>	<p>1, 2, 3, 4</p>

<p>(including resources for extra-curricular sessions).</p> <p>(£272,000)</p>	<p>and stamina for writing to help combat lost learning.</p> <p>There is strong evidence of very high impact for oral language interventions, including targeted reading, extending pupils' vocabulary, structured questioning and dialogic activities. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is also strong evidence of very high impact of feedback which redirects or refocuses the learner's actions to achieve a goal, including that possible through additional HLTA support. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase of Widge Online software for production of visual resources, plus EAL add-on for translated resources.</p> <p>(£1,500)</p>	<p>Bell Foundation (2021) Effective Teaching of EAL – 'EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.'</p> <p>'Visuals provide context so that EAL learners can make sense of what is being taught in the curriculum. Visuals can be used with EAL learners at all stages of English language proficiency, at any age and across the curriculum.'</p>	1, 2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision (and 25% cost of) school-led tutoring to support COVID catch-up,	Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind.	1, 2

including tutor training. (£10,500)	Small group tuition EEF (educationendowmentfoundation.org.uk) Where this is offered on a 1-2-1 basis, there is moderate evidence of high impact. One to one tuition EEF (educationendowmentfoundation.org.uk)	
Purchase of diagnostic assessment materials for identification of learning gaps and barriers. (£2,300)	Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition EEF (educationendowmentfoundation.org.uk) Where this is offered on a 1-2-1 basis, there is moderate evidence of high impact. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £85,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a free daily breakfast club to support attendance and punctuality and pupil wellbeing and readiness to learn. (£12,000)	EEF Improving Behaviour in Schools research on breakfast clubs suggests that it can improve behaviour and outcomes for those that attend. Institute for Fiscal Studies and National Children's Bureau (2016) 'Magic Breakfast: evaluation report and executive summary.	3, 4, 5
Provision of targeted year group Nurture groups, including required	DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore offering	5

<p>resources for sessions.</p> <p>(£12,500)</p>	<p>quicker access to support is increasing the protective factors of our vulnerable children and families.</p> <p>There is some evidence of positive impact of social and emotional learning on pupil outcomes. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills than their more affluent peers, which is likely to influence their mental health and academic attainment. SEL interventions that are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotionally regulate, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Provision of before school and lunchtime social and emotional intervention groups – staffing + resources</p> <p>(£18,000)</p>	<p>DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore offering quicker access to support is increasing the protective factors of our vulnerable children and families.</p> <p>There is some evidence of positive impact of social and emotional learning on pupil outcomes. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills than their more affluent peers, which is likely to influence their mental health and academic attainment. SEL interventions that are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotionally regulate, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

<p>Provision of free uniform and bookbag for PP children. (£5,400)</p>	<p>DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore offering quicker access to support is increasing the protective factors of our vulnerable children and families.</p> <p>The EEF's guide to Behaviour (2021) recognises the value of understanding pupil context and the factors that may influence pupils' behaviour and engagement in learning.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p>	4
<p>Provision of free trips and extra-curricular visits for pupil premium children. (£20,300)</p>	<p>The Sutton Trust (2015) found that the role of schools as places of cultural and social as well as academic learning has become even more critical. They recommend that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. As we have found many of our children do not gain much/any cultural capital from home, it is essential we provide these experiences at school.</p>	2, 3
<p>Provision of free after-school enrichment and tuition clubs, including required resources. (£14,000)</p>	<p>The Sutton Trust (2015) found that the role of schools as places of cultural and social as well as academic learning has become even more critical. They recommend that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. As we have found many of our children do not gain much/any cultural capital from home, it is essential we provide these experiences at school.</p> <p>There is evidence of positive impact of arts participation on both academic outcomes and wider benefits such as more positive attitudes to learning and increased well-being.</p>	1, 2, 3, 5

	Arts participation EEF (educationendowmentfoundation.org.uk)	
<p>Staffing for free holiday clubs for pupil premium children.</p> <p>(£3,000)</p>	<p>There is evidence of positive impact of summer schools, including when involving non-academic activities such as sports, arts or cultural enrichment which are valuable in their own right.</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	3, 5

Total budgeted cost: £371,500

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.

Summary of actions taken:

Funding utilised for the employment of HLTAs focussed on quality first teaching, small group and 1:1 support for the lowest 20% of readers, as well as provision of after school clubs. Reading was a key focus including providing children with opportunities to access books online and via online learning through the use of Purple Mash and Teams. Children's speech and language needs were targeted through Talk Boost and SaLT interventions.

Staff received training on 'Reading for Fluency' during the summer term and were able to implement this during after-school clubs and tuition sessions. Teachers reported an increase in children's confidence when reading using these strategies and an improvement in phonics ability. Staff also received Oracy training which was embedded into live TEAMS lessons and in-school teaching, with improvements in children's interaction and communication being subsequently noted.

All PP children were provided with free school uniform and book bags, as well as free access to extra-curricular opportunities including a Y5/6 residential and summer term. Free Breakfast Club access continued for pupil premium children.

Year 1 and Year 3 pupils benefited from access to ELSA sessions, whilst other children requiring SEMH support were able to access direct therapy work, with group Nurture sessions limited by COVID-19 restrictions. An increase in reports of children with SEMH needs has been seen, with further SEMH support being essential for the next academic year.

Pupil outcomes have seen variations due to school closures and prolonged lockdowns, whilst percentages of children meeting age-related expectations has been significantly impacted by COVID-19 closures and disruption. Some year group cohorts have continued to narrow gaps between PP and non-PP, or have PP children outperforming non-PP, whilst in others, the gap has widened. In Reception, non-PP pupils outperformed PP pupils, with the percentage of pupils at a good level of development by 12% (45%). In Year 1 PP pupils outperformed non-PP pupils by 1% in Writing and Maths and the gap was narrowed by 2-3%. In Reading, non-PP pupils outperformed PP pupils by 3%. Non-PP pupils in Year 1 are ahead of PP pupils by 2% with the percentage of pupils who passed their phonics screening (54%). In Year 3-5, non-PP

pupils are ahead of PP pupils in reading, writing and maths. In Years 3 and 5 the gap in writing and maths has continued to widen. There was some narrowing of the gap in reading. However, in Year 4, although non-PP pupils are ahead, the gap has narrowed in all three subjects (RWM - 6% in reading, 11% writing and 7% in maths). In Year 6, PP pupils outperformed non-PP pupils in reading, writing, maths and RWM. The gap was closed significantly when compared to last year's Year 6 pupils. This emphasises the importance of maintaining a key focus on high-quality teaching as a significant means of addressing learning gaps and encouraging accelerated progress.

Across the school (and nationally) attendance was lower in 2020-2021 than prior to the COVID pandemic. In 2018-19, PP attendance was in line with non-PP and national averages. However, in 2020-21, PP attendance was lower than the attendance of non-PP children by 1-2% in all year groups, and rates of persistent absence higher in PP children when compared to non-PP. This emphasises the importance of a continuing focus on attendance for our PP children in this next Pupil Premium Strategy.

Externally provided programmes

Programme	Provider
N/A for 2020/2021	