***Pupil Premium Strategy Statement***

***Whingate Primary School 2021-2022***

## 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

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| Detail | Data |
| School name | Whingate Primary School |
| Number of pupils in school | 454 |
| Proportion (%) of pupil premium eligible pupils | 40.75% (on 9.12.21) |
| Academic year/years current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Claire Beswick, Karen Loney, Sam Stewart |
| Pupil premium lead | Claire Beswick and Karen Loney |
| Governor / Trustee lead | Ian Stokes and Stacey Booth |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £258,050 |
| Recovery premium funding allocation this academic year | £13,660 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £271,710 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

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| *We value and nurture each individual pupil and aim to ensure all children reach their full potential. We have high expectations for all pupils in our school and believe that with great and effective engagement with parents/carers and a personalised approach to meet children’s individual needs, every child can reach their potential, academically and socially.*  *At Whingate we want all children to leave being resilient, independent lifelong learners. When making decisions about how we use the Pupil Premium money we have looked carefully at the needs of all children but particularly our disadvantaged children. Taking into account the challenges that out children face and our school context, we know that the common barriers to learning include poor language and communication skills, lack of confidence, more frequent behaviour issues, lack of parental support, low attendance and punctuality issues. Each family is different and there can also be complex family situations that prevent the children achieving their full potential.*  *We ensure that high quality teaching is at the heart of our approach. All teaching staff are involved in assessing, moderating, and analysing data. Through half termly pupil progress meetings children’s progress and attainment are discussed, so that strengths and weaknesses are identified. Actions are then implemented to positively impact children in their classes, year groups and across school.*  ***Demography and School Context.***  Whingate Primary is a two-form entry community school, located in Armley, an inner-city area in the West of Leeds. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 is most deprived and decile 10 is least deprived. The map shows that although there are some areas with low deprivation near to the school, the immediate area in which the school is located is amongst the most deprived in the country. The LSOA in which the school is located is ranked 1,988th out of 32,844 in terms of deprivation, meaning only 6% of areas in England have higher deprivation. The income, employment, health, education, and crime deprivation indicators are all very high.  ***Ultimate Objectives***   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and, also according to internal school data. * For all disadvantaged pupils in school to exceed nationally expected progress rates in order for them to reach Age Related Expectations at the end of Y6.   ***Aims***   * The highest quality teaching and learning will meet the needs of all the children. * We ensure that children identified as vulnerable have the appropriate provision allocated and ensure that they are exposed to a range of life experiences. * When planning provision for children who are vulnerable, we recognise that not all pupils who receive free school meals will be vulnerable. * We also recognise that not all pupils who are vulnerable qualify for free school meals. We allocate our pupil premium funding to support any pupil or group of pupils that the school has identified as being vulnerable/disadvantaged. * Pupil premium funding is allocated following a needs analysis process and in line with school improvement expectations. When planning the budget we prioritise classes, groups and individuals and target where support is needed.   ***Achieving these Objectives***   * Ensure that all children have access to wave 1, high quality teaching. * Targeted intervention will enhance progress for focus children. * Use TA’s effectively in classes/year groups to impact on learning/misconceptions immediately; so that the greatest impact can be made. * 1:1 and small group support when necessary * Speech and language intervention, assessment and monitoring from specialists and TA’s in school. * Resources will enhance experiences, learning to narrow the gap, to ensure all children (including the disadvantaged) make accelerated progress. * Clear and planned transitions for children entering Early Years and moving into Reception classes, to enable children to start their new year confidently. * Subsidise residentials, school visits and some visitors, ensuring all pupils have   first-hand experiences, to apply to their learning in the classroom.   * Support the funding of specialist learning software (Doodle Maths, TT Rockstars, Reading Plus, Spelling Shed etc) * Pay for children to learn to play a musical instrument and to learn how to play chess. * The Family and Children’s Support Team, work with, monitor and support all children and families eg attendance, cluster, housing, bereavement. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor speech, language, and communication skills from FS through to KS2. Includes speech and language difficulties and lack of exposure to a range of vocabulary. |
| 2 | On average our vulnerable/disadvantaged children make slower progress and attainment is lower in reading, writing and maths from Nursery-Y6. During lockdown engagement of home learning was poor for some children (a high percentage of these children are our vulnerable/disadvantaged) and this has widened the attainment gap. |
| 3 | Maintaining high levels of attendance and punctuality. COVID has impacted negatively on attendance and increased the percentage of persistent absentees (vast majority are vulnerable/disadvantaged children). |
| 4 | Behaviour issues are linked to emotional needs and wellbeing. COVID has increased the number of SEMH needs for all children, particularly our vulnerable/disadvantaged. |
| 5 | Most children have limited opportunities to experience life outside their immediate home and community. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved speech, language, and communication skills. | Assessments, observations, and interventions improve speech and language. This will be seen when evidence is triangulated, through assessments, books, and engagement in lessons. |
| 1. Children identified as vulnerable/disadvantaged achieve expected target in line with their peers from similar starting points, in phonics, reading, writing and maths by 2023-2024. | Class teachers and support staff set aspirational targets for all children. Class teachers and support staff use AfL strategies to identify and address learning gaps and misconceptions.  Children who need to make accelerated progress will receive targeted support/intervention. |
| 1. The gap will narrow between the disadvantaged children and the   non-disadvantaged, and against national averages in reading, writing and maths by 2023-24. | Improvement in the % of children achieving the phonics screening standard in Y1 and Y2 and age-related expectations in reading, writing and maths. |
| 1. % of persistent absentees will reduce to pre-COVID levels. | Through early help plans, cluster support and monitoring attendance %s will improve for all current Persistent Absentees and the % of children classified as Persistent Absentees will reduce. |
| 1. Attendance in line with national expectations. | Setting clear expectations with parents, regular monitoring, working with the cluster, attendance rewards. |
| 1. All children will feel safe and happy at school, maintaining a positive attitude towards their learning and build positive relationships with their peers and adults. | Reduction in behaviour incidents, increase in participation of activities due to the successful introduction and adoption of the Zones of Regulation approach to behaviour management.  Children will have the vocabulary to explain and address their feelings and know how to seek support when they need it.  Children will understand the meaning of Whingate PS superheroes and their learning behaviours.  Children will show self-belief; determination and resilience, readiness to learn; to be reflective about their learning and be motivated to improve. |
| 1. All children will have access to an enriched curriculum and be exposed to a breadth of different life experiences. | Children will have access to subsidised trips, visitors in school and residentials.  There will be theme days for all children to experience and enhance their learning (CLAUDE, introduction to topics etc) |

## Activity in this academic year 2021-2022

### Teaching

**Budgeted cost: £143,223**

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| Activity: | Evidence that supports this approach: | Challenge |
| Purchase of standardised, diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly | Standardised tests will 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. | **1,2** |
| Speech and Language Therapist will analyse baseline assessments for all children from N-Y3; to establish intervention groups; to carry out 1:1 therapy and to support and direct TAs who carry out speech and language work across school. | Communication and language skills are very low on entry into Nursery and Reception. In Nursery 81% of children entered working below ‘Nursery beginning’ for Communication and Language. Within this group, 16% entered working at ‘Pre-Nursery Beginning’. In Reception, 47% of children entered Reception below ‘Reception beginning’ for Communication and Language and 50% of our disadvantaged children are in this group. Within this group the 37% entered working at the ‘Beginning Pre Reception’, which is 17% of the cohort. Communication and Language in Nursery and Reception are unlikely to have the breadth of vocabulary that reflects their age.  EEF research shows that work towards removing communication and language barriers has a high impact: last year in Reception only 20% of children entered at age related expectation for speaking, but at the end of Reception following intervention and therapy, 65% of children were at ARE for speaking. | **1** |
| Purchase of a RWINc scheme, training, resources, and staff CPD ([DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme)) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | **2** |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, using White Rose Maths and National Centre for Excellence materials,  Lead Teacher(s) (x2) to attend training for Maths Mastery Readiness (Y1 of five year programme ‘Teaching for Mastery’) and to embed key elements of guidance in school.  Introduction of Mastery of Number in FS and KS1 and CPD for teachers. (Early numeracy approach) | Maths Teaching for Mastery approach has been proven to increase the  attainment and progress of all children.  EEF identifies that early numeracy approaches are low cost for high impact and can benefit all children, including those from disadvantaged backgrounds. Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. | **2** |
| Additional Teachers  Reception HLTA  Y5 HLTA  Additional teachers to reduce group sizes/enabled targeted supported in:  Y2  Y5  Y6 | Additional teaching staff enables targeted support for all children to ensure good progress. Supply cover is needed less, due to the additional staff and this ensures consistently good behaviour and QFT. | **2** |

**Targeted Academic Support**

**Budgeted cost: £37,910**

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| Activity | Evidence that supports this approach | Challenge |
| Teaching Assistants will have time to complete speech and language baseline assessments in N-Y3 and to carry-out 1:1 therapy and group therapy across school from N-Y6. | Communication and language skills are very low on entry on to Nursery and Reception. In Nursery in September 2021, 81% of children (37/45) entered Nursery working below ‘Nursery beginning’ for Communication and Language and within this group 16% entered working at ‘Pre Nursery Beginning’. In Reception 47% of children entered Reception below ‘Reception beginning’ for Communication and Language and within this group 37% entered working at ‘Pre Reception Beginning’. Children working below the expected entry level for Communication and Language in Nursery and Reception are unlikely to have age-appropriate breadth of vocabulary.  44% of the Nursery cohort (2021-2022) and 49% of the Reception cohort (2021-2022) require Speech and Language therapy/support. Historically, we find that the percentages of children requiring S&L input reduces significantly after Foundation Stage due to the heavy focus and levels of support. Currently S&L support/therapy required in Y1 9% (40%PP); Y2 12% (57% PP); Y3 33% (67%PP); 3% (50%PP); 7% (100% PP); 8% (40%PP).  EEF research shows that work towards removing communication and language barriers has a high impact. | **1** |
| Times Table Rockstars | Children use the programme at home and in school. It improves their times table recall skills. Children enjoy using the programme and are motivated to achieve success. | **2** |
| Reading Plus intervention and access at home. | Reading Plus is an adaptive programme that improves fluency, comprehension, vocabulary, stamina, and motivation.  Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension; when, the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way. | **2,5** |
| Early Years Provision resourcing. Theme days and additional staff  Early Years Resources and books  Additional EYFS members of staff | The new EYs framework states that all children, regardless of background, should be exposed to the same experiences for them to develop socially, emotionally, and academically.  At Whingate we have a high percentage of children from disadvantaged/vulnerable backgrounds who are not able to provide experiences for the children. To ensure the children in Early Years have every opportunity in line with children nationally, we provide as many  opportunities as possible to enrich their learning. | **5** |

**Wider Strategies**

Budgeted cost: **£157,688**

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| Activity | Evidence that supports this approach | Challenge |
| Full time Safeguarding Lead and Family Support to enable early intervention and to support our most vulnerable families (previously was 0.6days). | Over the last two years (because of Covid-19) we have seen an increase in the number of families working with Social Services-this has almost doubled to 14 families. We have also seen the number of children identified as vulnerable dramatically increase following the initial Lockdown in March 2020-currently there are 64 children identified as vulnerable in school-91% of the children. As a result of the above therefore we have increased the Safeguarding team. | **3,4** |
| Cluster contribution-targeted support for families and children including counselling, family support and attendance intervention. | Targeted intervention has supported families to improve attendance; to improve routines at home and children’s behaviour; to improve their wellbeing with essential 1:1 counselling. Between 2019 and Summer 2021 the support provided for families:-  **Counselling: 9/15-60% were PP**  **Family Support: 10/24-42% were PP**  **Silvercloud Support: 5/7-71% were PP**  **Triple P Support: 6/7-86% were PP** | **3,4** |
| Social and emotional Learning to support children in group intervention Circle of Friends, Emotional Literacy and 1:1 mentoring/support. | Number of children identified with emotional social barriers has increased post Lockdown so additional intervention and support required.  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.   SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | **3,4** |
| Attendance Officer to closely monitor all children’s attendance. Children to be targeted and mentored who have poor attendance. Attendance Officer to work with families. Attendance rewards and incentives for children with high attendance and improved attendance. | Attendance and punctuality of children from disadvantaged backgrounds is lower than children who are not:  2019-20: Whole School: 94% PP: 92.5%  2020-21: Whole School: 91% PP: 86.5%  Children from disadvantaged backgrounds make up most of our families with persistent absence and the number of families with persistent absence massively increased since the onset of Covid-19. These families require intensive support.  2019-2020: 100% (6 children)  2020-2021: 82% (41/50 children)  By supporting our families, we improve children’s attendance. | **3** |
| Chess tuition and attendance at chess competitions. | Multiple studies have shown that chess playing improves cognitive, memory, and maths skills. | **5** |
| Music Tuition: Ukulele lessons in Y3 | All children have access to music tuition as all children have the right to learn to play an instrument. | **5** |
| Breakfast Club and Whole School Magic Breakfast. | Breakfast is an essential meal and many children do not have breakfast due to food deprivation or chaotic morning routines. Children who are hungry find it harder to concentrate and therefore do not perform as well as those that do have breakfast. | **2, 3,4** |
| Afterschool Clubs (sports provided through Sports Premium) such as: recorders, ocarina, ukulele, art, library, monopoly. | Some children from disadvantaged backgrounds do not have access to extra-curricular activities outside of school. The provision enables all children the opportunity to widen their experiences. | **5** |
| Residentials (Outdoor adventure)  Residential visits are heavily subsidised in Y4 (Robinwood) and Y6 (Ingleborough Hall) for children from disadvantaged backgrounds and subsidised for all children to make them accessible. | Some children from disadvantaged backgrounds do not have the same opportunities to experience a wide range of outdoor activities. The residentials support the development of children’s confidence and independence and therefore their wellbeing. Children will always list the residentials as one of their favourite memories when they come to leave Whingate. | **5** |
| Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school based on Zones of Regulation.  Targeted intervention in Reception initially using Zones of Regulation and targeted intervention, using the Explosive Student materials.  Behaviour Support Worker will support children to reduce disruption to learning and to identify triggers and emotional and social barriers and put in place appropriate action to support. | The impact of Covid 19 on children’s behaviour is clear and children are less able to self-regulate and deal with conflict, therefore, there has been a significant increase in negative behaviour incidents.  Both targeted interventions and universal approaches can have positive overall effects.  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and show emotional self-regulation, both of which, may subsequently increase academic attainment. | **4** |
| Online platforms to support learning in school and at home:  Spelling Shed access at home to support spelling and children’s motivation.  Reading Eggs  Mathletics | Platforms will enable children to access learning to address specific gaps and at their level. | **2, 5** |

**Total budgeted cost: £338,821**

# Part B: Review of outcomes in previous year = 2020-2021

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| **The data and information below are an overview of the year 2020-21**  **Summary:**  Our internal assessments during 2020-21 suggested that the performance of  disadvantaged pupils were lower than in the previous years, in key areas of the  curriculum.  Our assessment of the reasons for these outcomes point primarily to the impact of Covid-19, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact we tried to mitigate through our resolution to maintain a high-quality curriculum, including during periods of partial closure, was aided by use of online resources such as Purple Mash, Sways, and live teaching. Unfortunately, a high percentage of our disadvantaged children did not engage with remote learning and the gap between them, and the non-disadvantaged has widened.  Overall attendance in 2020-21 (91%) was lower than in the preceding year 2019-20 at 94%. At times when all pupils were expected to attend school, 81% of our persistent absentees were disadvantaged children. These percentages and the gaps between them are larger than in previous years, which is why attendance is a focus in our current school improvement plan.  Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.  The percentages below show each of the groups for all the children that attended Whingate from Nursery to Y6 in 2020-2021. All groups in school are catered for when planning, looking at the personalised curriculum, assessing, next steps, resourcing, narrowing the gap.  During 2020-21 throughout school there were a number of specific targeted interventions to support the children and improve progress and attainment. These included EAL vocabulary groups, nurture groups, social story groups and mentoring. We look at our children as individuals and plan for the needs of each child regardless of which group/s they fit into.   |  |  |  | | --- | --- | --- | | **Category** | **No of Pupils** | **% of Pupils** | | EAL | 87 | 19 | | BAME | 69 | 15.07 | | PP | 200 | 43.67 | | Boys | 226 | 49.34 | | Girls | 232 | 50.66 | | SEN | 96 | 20.96 |   **2020-21 End of Year test results. Children in Y3,4,5 took NFER tests in Reading, Maths and SPaG.**   |  |  |  |  | | --- | --- | --- | --- | | Year group | Reading | Maths | SPag | | Y3 | 48%  22% (Exe) | 28%  17% (Exe) | 48%  24% (exe) | | Y4 | 58%  35% (Exe) | 46%  28% (Exe) | 44%  26% (Exe) | | Y5 | 58%  42% (Exe) | 46%  35% (Exe) | 44%  39% (Exe) |   **Attendance percentages for different groups in school 2020-21**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Group | No of Children | Autumn 20 | Spring 21 | Summer 21 | Autumn 21 | | \*PP | 200 | 88.9 | 87.1 | 88.3 | 85.5 | | EAL | 87 | 94.1 | 86.4 | 95.2 | 93 | | \*SEN | 96 | 87.2 | 86.5 | 89.5 | 84.3 | | Breakfast Club | / | 96.4 | 96.9 | 92.8 | 94.6 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Whole School  2020-21 | Autumn 20 93.5% | Spring 21 89% | Summer 21 92.8% | Autumn 21 91.5% |   School closures and X codes are not included in the percentages. (‘X’ code is the code for absence linked to an absence for Covid-19: Symptoms/Testing positive/Family member having symptoms/Close contact testing positive/School closure/’Bubble’ closure)  Due to the pandemic, particularly across Autumn term and then initially when we returned on 8th March, attendance was challenging due to national public concern and therefore attendance was also difficult to monitor.  We analysed attendance from the March 8th. to identify poor attendance. We worked hard to encourage attendance and closely monitored our historical persistent absentees. We made daily calls, home visits and sent letters to parents arranging monitoring visits, SAP meetings etc.  **Behaviour incidents**   |  |  |  | | --- | --- | --- | | All incidents | Autumn = 124  Spring 2 and Summer 1 = 137  Total: 261 sessions for 56 children | * 25/56=45% chn are one-off incidents * 34/56=61% chn are one-off incidents or 2 incidents * 106/261=41% incidents are 5 chn in a vulnerable group. * 54/261=21% are 9 children with 5+ incidents |   The largest number of incidents recorded for the year were children displaying unkind hands and feet. There were no exclusions during the year and only 1 formally recorded incident of bullying.  **Child Protection and Safeguarding**  Between 2020 and 2021 there was an increase in families who had a Child in Need plan, Early Help plan or were on a Child Protection plan. All these families were monitored closely with regular calls, check ins with the children and home visits when necessary.  There were 11 cause for concerns made during the year and 23 Social Care enquires (an increase from the previous academic year); which included referrals from other agencies, members of the public/family members and Social Care general enquiries from class teachers. Domestic Violence notifications during 20-21 were 18 and 4 of the families included had more than 1 notification.  The number of vulnerable children in school has fluctuated over the last 3 years.  2019-20: 64 children were on our vulnerable children’s list This was by the end of the year and COVID and the school closures were accounted for. This list increased during the summer 2020.  2020-21: 43 children were on our vulnerable children’s list: this was by the end of the year.  These children are monitored by our DSL and pastoral team. All the above data, issues, and concerns were discussed and analysed. Plans were put in place throughout the year to ensure **all** children, including disadvantaged children were successful in their learning. The PP funding was carefully utilised to impact in the classrooms.   * Talking House were hired to provide speech and language assessments, groups, interventions, 1:1 work and reviews from Nursery to Y6. Children in FS and KS1 attended specific speech, language, and communication groups. Children in FS were baselined at 20% entering at ARE. 65% achieved ARE by the end of Reception for speaking. * Extra teachers in year groups to support with intervention of the children continued to impact on narrowing the gap. PP funding was spent to reduce class/group sizes in   Y 2, 4 and 6 for reading, writing and maths lessons.   * NFER tests were purchased to support learning, gaps, teacher assessments and progress for Years 3, 4, and 5 children. These were to be completed in the summer term. Data related to the success of the tests is above. * Breakfast club was opened up to all the disadvantaged children and children who had attended the previous year. It is free to all PP children. Children who attend *Breakfast club have the highest % attendance in school.* * During COVID staff accessed a range of CPD, to support remote learning for all children who were working from home and at school. * When the children returned to school after lockdown there was a huge focus of the social and emotional needs of the children. The children were exposed to lots of PSHE around feelings, talking, following routines, and learning to play and co-operate with peers again. *This focus enabled all children, including the disadvantaged, to settle back into school routines. The PP funding paid for resources, extra support and CPD for staff.* * Cluster support was purchased. *The cluster have supported us with attendance issues, Early Help for families regarding accommodation, food, bills, mental health, and EP referrals.* |

## 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*

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| Programme | Provider |
| Speech and Language | Talking House |
| Times tables | TT Rockstars |
| Maths fluency and application | Doodle maths |
| Spelling | Spelling Shed |
| Ukulele tuition | Artforms LA |
| Chess tuition | Artforms LA |
| Reading fluency | Reading Plus |
| Data analysis/SEF support | Ian Stokes |
| Reading support | Lexia |