

Pupil premium and Catch-up premium strategy statement 3-year plan

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding over the next 3 years to help improve the attainment of our disadvantaged pupils and to help identified pupils to catch up from the impact of Covid 19. 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	The Ellis C of E Primary School
Number of pupils in school	227 pupils (including Nursery F1) 209 pupils (excluding Nursery F1)
Proportion (%) of pupil premium eligible pupils	31 out of 209 pupils (15%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years: 2021-22 2022-23 (current year) 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Emily Edwards (Acting Headteacher)
Pupil premium lead	Mrs Emily Edwards (Acting Headteacher) Pupil Premium Champion Mrs Tracey Gay (Parent Support Advisor)
Governor / Trustee lead	Chair Mr Marcus Wood/ Mrs Davina Hulme Pupil premium strategy Governor Mr Marcus Wood

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,610
Recovery premium funding allocation this academic year	£4,350
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	£49,960
In addition to the above, school also receives a School Led Tutoring Grant to pay for teacher 1-1 tuition to aid catch up <i>Funding: Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.</i>	£4,536
<i>Note –The school can provide a comprehensive breakdown of funding relating to each of the 3 key areas in Part A of this document: 1. Teaching; 2. Targeted Academic Support; 3. Wider Strategies. These are outlined on pages 8-18</i>	

Part A: Pupil premium strategy – 3-year plan

Statement of intent

Overall aim and objectives

At The Ellis C of E Primary School, we see each child as an individual and unique in God's image. At The Ellis C of E Primary School we all share the same vision for our children; helping them to feel valued members of our school community and to encourage everyone **'to be the best you can be'**. Every member of staff who works at The Ellis school has high expectations for all children. They are committed to providing the best possible education for all pupils and determined that no child should be left behind despite background or circumstances. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Outline of our strategy plan and key principles

At The Ellis, we provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach, with all staff involved in identifying barriers to learning at different levels so that impact is maximised across school.

Pupil premium children are clearly tracked via termly pupil progress meetings, where monitoring focuses on the needs of disadvantaged children and also children with gaps in learning in order to support them in making rapid progress. We acknowledge that pupil premium pupils are not always socially disadvantaged or at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding. Pupils who are not making expected progress are identified to receive specific interventions aimed at accelerating their progress.

One of the main barriers faced by some of our youngest disadvantaged pupils is poor oral language and communication skills. This is particularly evident for the pupils entering our Nursery (F1 provision). We target those pupils early on with interventions e.g WellComm alongside a language rich curriculum. Language acquisition is at the heart of The Ellis Curriculum.

From Foundation 2, we utilise our synthetic phonics system (RWI) to provide our children with the strongest possible start with reading. Our aim is to give the children the skills they need to unlock their learning for life. Our recent relaunch of ReadWrite Inc has enabled us to ensure we have fidelity to the scheme and build consistency for all pupils.

We recognise that main driver of pupil attainment is high quality first teaching, so our main emphasis is on achieving this first and foremost. We are working on securing consistent application of non-negotiables, in line with our teaching and learning policy, in order to secure a more robust approach to the curriculum.

At The Ellis, we ensure that high quality professional development is a priority, therefore training for teachers and teaching assistants is carefully selected to enhance the developing curriculum. Due to the impact of Covid 19, we have identified that Writing progress is a key area to develop. We have implemented a new writing scheme (Literacy Tree) to support and improve writing throughout school. We have had quality handwriting training from ISHA (Improvement in School through Handwriting and Art) this is already impacting on improving the mechanics of writing in school.

We acknowledge the importance of using performance data effectively to analyse the progress of significant groups including disadvantaged children but also to ensure that we can identify exactly what gaps the children have in their learning and what learning has been missed in the teaching throughout the pandemic and where children are experiencing issues.

In summary -

Pupils at The Ellis experience different types of barriers to their learning and we have found with our pupils that these barriers can be of a long term or of a more short-term nature.

Analysis has shown that typical barriers are:

- Specific gaps identified in learning due to impact of Covid 19 – recovery need.

- Some attendance issues due to holidays which are not authorised
- Lack of support at home and issues where early help intervention is needed
- Some disadvantaged pupils also have an identified SEND
- Early language and communication skills for some pupils
- Behaviour and emotional difficulties

We recognise that all of our pupils are individuals with varying needs and, as such, we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of achievement, attainment and progress.

Provision is changed according to need.

Our provision includes:

- High Quality First Teaching – all teachers are expected to adhere to the non-negotiables to ensure consistency for children at all levels e.g. lesson structures, language rich classrooms, use of working walls, use of key vocabulary etc.
- A strong phonics programme with fast track tutoring up to Y3 and Fresh Start for KS2 pupils who still require support.
- Small group/individual interventions
- School Support Plans and SMART targets for SEND pupils built in to learning
- Building fluency in reading for bottom 20% in lower KS2
- Support with speech and language in the early years WellComm, NELI, Launch Pad for Literacy, ELKLAN
- SATs booster lessons for targeted Year 6 pupils – in school and after school Spring/Summer term
- Early help and nurture built in for both disadvantaged and non-disadvantaged pupils who need support through THRIVE
- Attendance is prioritised and monitored with support established for those who need it.

We ensure that we comply with guidance on reporting the use of Pupil Premium funding and recovery funding issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy document
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- The Headteacher reports to the Governing Body on how effective provision has been in achieving its objectives.
- The pupil premium governor monitors pupil premium performance.

Challenges

This details the key challenges to achievement that we have identified amongst some disadvantaged pupils and pupils who need recovery.

Challenge number	Detail of challenge
1	• Specific gaps identified in learning due to impact of Covid 19 – recovery need.
2	• Reading/writing skills gaps – which can be also due to lack of input and support at home.
3	• Early language and communication– Speech and Language issues.
4	• There is an identified number of SEND pupils who need specific support (wave 2/3 support) to consolidate initial learning
5	• Identified behaviour and emotional difficulty
6	• Vulnerable families– family difficulties and access to support for wider issues Early Help Assessments (EHA) / Teams Around the Family (TAF) meetings/ Social Care
7	• Attendance issues due to holidays which are <u>not</u> authorised
8	• Access to cultural capital, sports, health and wider educational experiences for some pupils

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
All pupils on track for progress including disadvantaged pupils – learning gaps will be diminished.	Specific gaps have been clearly identified in learning (due to lost learning in covid 19) and teachers have shared this information during transition meetings ready for their new classes. Learning support has been put in place for targeted pupils following the use of the National Centre for Excellence in the Teaching of Maths (NCETM) prioritisation documents and adaptation of the English curriculum to meet need.
Pupils with issues around early Literacy skills and reading who lack support at home make rapid progress	Pupils are targeted for catch up phonics sessions and unknown graphemes/phonemes via fast track tutoring Pupils are given extra support in writing and post/pre-teaching The Ellis curriculum links reading and writing closely together to engage and improve key skills and develop knowledge
Early intervention for pupils in EYFS with poor speech and language so pupils make good progress in communication.	Pupils are supported by Wave 3 SALT team and given specific programmes to close gaps in speech, language and communication difficulties WELLCOMM and NELI intervention is used regularly to support progress.
SEND pupils including those with School Support Plans are making rapid progress in line with small steps outcomes	SMART targets are identified and built into daily planning. Pupils receive support at Wave 1, 2 and 3 where needed to make rapid progress
Pupils with BSED are well supported and receive support in school with their mental health and immediate needs	Pupils with Behavioural, Social and Emotional Development (BSED) issues are targeted for nurture support and help with the school early help team and given support to help them to manage their emotions in school. Targeted children access Thrive. Parents are signposted for support where needed to Child and Adolescent Mental Health Services (CAMHS).
Access to support for vulnerable families impacts positively for pupils– including LAC pupils/ pupils under social care and those with EH plans	Social care early help – families are well supported through Core group work and Team Around the Family meetings access to support for wider social issues As a result - outcomes for vulnerable pupils and their families is positive and improving and pupils are making good progress.
All pupils attend school on time and there are no causes for concern around attendance issues.	School tackles attendance issues early on with a structured approach to managing attendance. Attendance is recorded twice daily via SIMS and this automatically creates our percentages to help identify persistence absence. We utilise a suite of letters to parents to support good attendance and to remind parents when there are problems. FPN1 (fixed penalty notice forms) forms actioned where there are issues. All attendance groups well monitored and a process carried out where there is need e.g. If a pupil's attendance falls below 90%. We monitor attendance so that we are in line or better than the national average.

School provides the Cultural Capital and wider experiences for pupils at The Ellis so that they can flourish and achieve well.

Pupils lead healthy and active lives.

School will ensure pupils have a wide range of experiences in the arts, music and culture so that they have many opportunities to achieve in different fields.

School will engage pupils in a wide range of sporting opportunities, including inter school competitions and other events as well as regular clubs so that children can enjoy and excel in sport and learn to keep healthy.

Activity in this academic year – 3 year plan

This details how we **intend to spend our pupil premium (and recovery premium funding) across a 3-year plan** to address the challenges listed above. These activities and initiatives along with the allocated spending below will be reviewed annually to assess impact on learners and value for money to achieve the best outcomes across school.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost = £10,728

Activity	Evidence that supports this approach	Challenge number(s) addressed	Specific Costs
Catch up learning and gaps in learning addressed through Quality First Teaching for disadvantaged pupils	Teachers implement carefully designed curriculum objectives and sequences of learning which are appropriate for all learners at The Ellis school and where opportunities for learning for disadvantaged pupils are considered including cultural capital. We ensure our curriculum is tailored to meet the needs of all our learners in the school at the time. Teacher and TAs ensure that disadvantaged pupils and pupils at risk of falling behind due to the impact of Covid 19 are targeted in daily teaching and learning and for timely post and pre-teaching support as well as specific and carefully chosen interventions to close learning gaps.	1,2,3,4,5,6 <i>All pupils in school including disadvantaged benefit from QFT and consistent strategies</i>	Curriculum schemes- £4391 (NFER tests £2280 Kapow £812 Literacy Tree £595 Collins £704) RWI - £3550

	Teachers provide a vocabulary rich environment this supports the vocabulary deficit which hinders learning and reading comprehension for some disadvantaged pupils. Clear and timely feedback is given and marking is used to inform next steps. Learning objectives are highlighted by pupil and teacher from Y2 onwards. Pupils articulate knowledge learnt during the sequences of learning . SLT will focus on impact and learning for disadvantaged pupils in Lesson Observations, learning walks and book checks as well as key conversations with children. Training budget to include RWI training costs. New curriculums for Writing, French, Art, DT, History, Geography and PE purchased to enhance learning of all pupils.		
Promote home reading and phonics for disadvantaged pupils and families / Celebrating reading	School home reading diaries in EYFS KS1 and KS2 to promote reading at home The school makes packs of our RWI flash cards for parents to use to support phonics – Set 1 and Set2/3 speed sounds (these are also given to disadvantaged families) All pupils are encouraged to read at home and their home reading diaries are monitored by class teachers – where there are issues with parental support the school carries out phone calls, meetings to offer support. Workshops in FS for parents to attend and targeted support for children in the school day. EYFS have a family library time Lunchtime supervisors – we pay 8 hours – 3 hours in KS1 and 5 hours in KS2 for adults to support one to one reading opportunities, bottom 20% are prioritised alongside those that do not read regularly at home	2	£153 £2634

	Family reading breakfasts/ afternoon teas - held in school to promote the enjoyment of reading and to learn about how to teach their child to read at home. This includes encouragement for parents of disadvantaged families World book day - to promote the enjoyment of reading		
Quality Training and CPD – Writing focused	Monitoring has shown that pupils have specific gaps in writing due to the impact of lost learning in the Covid 19 pandemic. Literacy Tree purchased to develop consistent delivery of writing from F2- Y6. CPD for this will need to be purchased alongside. Launch pad for literacy approach in EYFS – We are engaging in this programme which identifies learning gaps across all strands of literacy in EYFS NELI Nuffield Early Language Intervention training for F2 –intervention to start January 2022 and continue in Sept 22.	1, 2	Free of charge year 1 and 2 – expecting year 3 to be free Free of charge year 1 and 2– expecting year 3 to be free however it could be £275

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

Budgeted cost = £26,880

Activity	Evidence that supports this approach	Challenge number(s) addressed	Specific Costs
<u>Programmes used in school and intervention support</u> We run a range of different types of intervention programmes to support disadvantaged pupils in closing gaps or with specific learning needs and also to support pupils with specific gaps identified as a result of lost learning during the pandemic			
Ensure that pupils with early speech, language and communication issues are targeted early for Wave 2 or 3 support	<u>SPEECH & LANGUAGE/ COMMUNICATION</u> <i>In EYFS some of our disadvantaged pupils need support with speech and Language/ communication. These pupils have extra support with their SLC with the staff in EYFS. We use specialist Wave 3 support from the SALT team and advice is built into learning programmes. Our pupils engage in weekly programmes in our EYFS setting</i> • WELLCOMM • NELI • ELKLAN KS1 • TIME TO TALK • WELLCOMM	3	
Increase outcomes in phonics and spelling for disadvantaged pupils premium pupils	<u>READING & PHONICS/ SPELLING CATCH UP PROGRAMMEDS</u> <i>Some of pupils including our disadvantaged pupils have specific gaps in their phonetic knowledge which impacts on their ability to read and spell new words. We are tenacious in ensuring that all disadvantaged pupils get the support they need to become fluent readers when they leave KS1.</i>	1, 2, 4	

through RWI programmes. <i>Daily Read Write Inc programme running in school to accelerate progress in phonics /spelling</i> <i>High quality synthetic phonics resources and use of online portal</i> <i>Daily catch up group RWI phonics/spelling – high focus on disadvantaged pupils</i>	We use our experienced Teaching Assistants to provide the Catch up RWI phonics programme (fast track tutoring) every morning in KS1. Targeted pupils engage in additional support to learn their graphemes and phonemes so that they are on par with their peers and catch up very quickly. Phonics leads moderates teaching and groups to ensure all children have the best opportunity to catch up. All pupils on the RWI phonics programme will be screened every 8 weeks – high focus on progress of disadvantaged pupils highlighted in tracking and analysis. All parents provided with pack of RWI yellow set 1 and blue set 2 phonics cards from joining Reception onwards. Access to reading and phonics workshops throughout the year – parents of disadvantaged pupils and those with gaps are targeted. Teachers input support for Phonics onto SEESAW. SEESAW online home learning platform subscription		£990
Focus in Lower KS2 – bottom 20% readers Building daily reading fluency and comprehension skills	<u>READING FLUENCY & SPELLING RECOVERY – Lower KS2 – bottom 20%</u> We are targeting the bottom 20% of readers in Lower KS2 to ensure that the gap does not widen for them as they are becoming fluent or may have specific issues like dyslexia. Targeted pupils including some disadvantaged pupils will have Fresh Start including tutoring to assist them with developing reading skills.	1, 2, 4	£350

	<i>Focus on building fluency (and comprehension work using VIPERS)</i> <i>Power of Reading subscription</i> <i>Parents are encouraged to build on this support at home through regular letters and communication from the reading support adult leading this work.</i> Pupils will always access the correct reading book within these schemes to ensure they progress in fluency and comprehensions. The school Reading overview for bottom 20% of readers will identify these pupils. NESSY Dyslexia and NESSY Reading and Spelling programmes – Purchased annually and used weekly in class to support pupils who have issues around dyslexia and spelling. Pupils targeted in class -additional weekly sessions on class computers and at home.		£525
Accelerating progress for pupils identified with gaps and who need recovery due to impact of COVID 19 and lost learning.	<u>National TUTORING Programme</u> – <i>We are using White Rose maths to provide a 15hrs of support to 6 target children online and have selected FFT's reading programme with an in person tutor for 6 weeks plus access to the platform for up to 60 children.</i> <i>Identified pupils in Y5 and 6 are targeted for extra support to address their learning gaps in Maths and/or reading.</i> <i>School Led Tutoring Grant received is £4536 – actual spend on tutoring is £10605 so £6069 will be used from Pupil Premium/Recovery Premium funding</i> School Led Tutoring Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.	1,2,4	School Led Tutoring – school contribution £6069

Accelerating progress for pupils identified with gaps and who need recovery due to impact of COVID 19 and lost learning.	<u>PRE AND POST TEACHING IN ENGLISH AND MATHS</u> - Teachers in all classes, from Y1 upwards, plan and deliver appropriate booster and catch-up work for identified disadvantaged pupils and pupils needing recovery during school time. These are delivered by either the class teacher or TA at different times in the school day. - Maths boosters (TT Rockstars subscription) - Writing boosters - Spelling support – RWI spelling support (Spelling Shed subscription) - SATS companion & Mirodo subscription for KS2 - Classroom Secrets	1,2,4	£95 £156 £1100 £245
Post teaching of Year 6 gaps for targeted pupils	<u>SATS BOOSTING SESSIONS</u> – HLTA used to split teach mathematics in Y5 and Y6 every morning. This enables focused teaching which addresses misconceptions and explicitly covers the gaps in learning identified in pupil progress meetings Lunchtime with HLTA for Maths 1:1 tuition (1 hr pr week) After school with an allocated teacher is given for some of our disadvantaged pupils for SATS support in Year 6 Spring and Summer term	1,2,4	Funding towards HLTA costs £8,572 £800

Additional support for disadvantaged pupils with SEND	All pupils with SEND including disadvantaged pupils have a School Support Plan (SSP) which outlines small steps of progress and SMART targets which the teacher and/or TA will work with them in class. Teaching Assistants with experience of supporting children with SEND/Pupil Premium have supported our children with specific special educational needs. These children have an EHCP and are working well below ARE so they have very specific learning plans. The school has used SEND allocated LA funding and disadvantaged funding where the child meets both criteria to meet need. The SENCO works alongside class teachers, parents and children to identify specific needs for learners including disadvantaged pupils and spends time in classrooms to monitor the quality of learning for SEND pupils and to offer advice and support to improve learning. We have purchased learning aids to help pupils including disadvantaged pupils to access their learning in the classroom – • <i>IPADS/access to Laptop</i> • <i>Sensory equipment</i> • <i>Coloured overlays to support reading.</i> Termly review meetings involve the child, teacher, parents and SENCO (where necessary) so that there is a joined-up approach between home and school support.	4	Funding towards TA costs £7928 £50
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost = £12,352

Activity	Evidence that supports this approach	Challenge number(s) addressed	Specific Costs
To ensure high attendance for all pupils (including disadvantaged pupils) and any vulnerable pupils at risk of becoming persistent absentees	We aim to improve attendance for disadvantaged pupils through weekly data capture and weekly head/ Attendance officer meets - to support vulnerable and disadvantaged pupils in attending school and readiness for school. This includes closing the gap in no. of persistent absentees/absence. Increasing parental engagement with vulnerable families - building relationships to increase chances of success for pupils, key role of our PSA We aim to champion and increase awareness of importance of attendance and ensure systems in school are robust - • <i>First day calls for all absentees including disadvantaged</i> • <i>Arrange free breakfast provision where needed (subsidised by school- use of pupil premium funds if appropriate)</i> • <i>Invite parents to meetings to discuss child's attendance where poor attendance is identified – head and Attendance lead meet weekly to identify issues.</i> • <i>Work closely with area EWO to monitor families of persistent absentees</i> • <i>Weekly analysis of Attendance data to monitor improvements in the data and causes of concern. Data is analysed and decisions made if any further actions necessary – close tracking e.g. persistently absent pupils</i>	7	PSA salary 3 afternoons £10241

	• <i>Issue FPN1 fines (fixed penalty notice) where targets not met by family or holidays being taken during term time.</i> • <i>Attendance data for governors prepared every half term</i> • <i>Termly Attendance Certificates and rewards</i>		
Providing high quality CULTURAL CAPITAL experiences is an essential part of the school offer. No child misses out. We aim for all children to be immersed in high quality experiences and learning. • Subsidised Educational visits in and out of school including residential. • Opportunities to engage in the Arts and Music	No disadvantaged child will miss the opportunity to participate in an activity. We aim to develop wider experiences for all pupils including disadvantaged pupils to engaging positively in the community and wider world. Subsidised trips, visits and residential for disadvantaged pupils in collaboration with parents according to type of trip and need (despite the real costs to allow visits to take place) at the discretion of governors and the head teacher Disadvantaged pupils attend Young Voices choir Disadvantaged pupils perform in annual performances and some are given lead roles/ costumes provided to improve confidence and self-esteem – In class, group and solo acts / They are encouraged <i>to be the best they can be.</i> Disadvantaged pupils take part in whole school events such as World Book Day – school can provide costumes for some disadvantaged pupils	8	£1000
Opportunity to engage in high quality sports and competitive events	Disadvantaged pupils attend our after-school sports events and participate in a calendar of inter school and intra school	8	

	sporting events in partnership with other schools – free of charge Pupils participate in lunchtime activity TAs outside to support Sports and after school sports clubs School takes part in other sporting initiatives and healthy lifestyle opportunities - Active travel, Bikeability and healthy lifestyles week– Equipment can be provided for disadvantaged pupils Wider curriculum lead organises Enrichment days for all children enables disadvantaged children to have new experiences – e.g Climbing wall		
Wellbeing and Nurture Disadvantaged pupils are provided with appropriate support for their social and emotional well-being.	Our Mental Health lead supports pupils, including disadvantaged pupils, to overcome issues linked to emotional wellbeing which may be impacting on their capacity to learn. School buys the Thrive programme to enable us to screen all children in school. Whole staff have had some Thrive training and we have 3 licensed practitioners. The PSA works with targeted groups of children using Thrive activities for three afternoons per week . School buys into 1 decision PSHE and RSE scheme which includes a Nurture portal to support work in this area. Areas covered may include: • <i>Friendship or sibling issues</i> • <i>Anger</i> • <i>Divorce</i>	5, 6	£811 £300

	• <i>Bereavement</i> • <i>Attachment issues</i>		
Increase general engagement and attendance for disadvantaged pupils and hard to reach families. • EARLY HELP – EH Plans • TEAM AROUND THE FAMILY • SOCIAL CARE – CORE GROUP / CASE CONFERENCE • IDAS – Domestic Abuse • OPERATION ENCOMPASS	The above Wellbeing and Nurture work is linked into Early Help Process – PSA supports SENCO to lead on EHA pupils and their families (this includes disadvantaged pupils) This includes supporting and signposting vulnerable families and help them to support their child’s wellbeing, learning, behaviour and personal development. Signposting to external services may include Social Care, IDAS etc Regular professional meetings take place to support vulnerable families including families of disadvantaged pupils (many who are in receipt of PP funding) Child Protection leads / Inclusion Leads- Liaise with, signpost and refers our families to multi agency teams and various sources of support – Eg IDAS, school nurse, CAMHS, ASD screening etc Our SLT and Inclusion team are tenacious in offering support to improve pupils and parent’s emotional relationships and wellbeing. Home visits - Nursery Nurse and PSA visit all families for new starters – focus on need for early help, engagement of hard to Reach & Vulnerable families including disadvantaged pupils.	6,7	

	Breakfast club and Free School Milk – Free breakfast for pupils of vulnerable families including disadvantaged pupils/ supports good attendance and wellbeing. Free milk to under 5's and those entitled to Free School Meals		£1000
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Total budgeted cost: £49,960 (The Ellis total figure)

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

IMPACT OF 2021/22

Y6 data 2021/22

Children achieving WA in Reading was 71% (25% of pupil premium children), Writing 57% (0% of pupil premium children), Maths 86% (50% of pupil premium children) and Combined- 57%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our 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 was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources. We encouraged many of our vulnerable children into school during the January to March lockdown 2021.

Our assessments and observations indicated 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.

Our 2021/22 Pupil Premium strategy has had a positive impact on our Pupil Premium children. Using the Thrive approach throughout school enabled us to support children's emotional needs and support children to be learning ready. See Thrive evidence in school for classes and individual target children. The PSA wage has been a crucial part of the Pupil Premium strategy focusing on family support,

attendance and implementing Thrive focus groups. Weekly well-being checks alongside problem solving barriers to learning were crucial throughout lockdowns and these have continued through the past year.

The Restore Curriculum enabled our vulnerable children to settle back into school quickly and be learning ready. We continued to use Pupil Premium money (as in the previous year) to increase the hours of experienced TAs known to the children to enable support for catch up learning.

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
Thrive Approach	Thrive
SEESAW online home learning platform	SEESAW
NESSY Dyslexia and Nessy Reading and Spelling programmes	NESSY
TT ROCK STARS Online Maths Timetables	Times Tables Rock Stars
SPELLING SHED Online Spelling	Spelling Shed
Power of Reading	Centre for Literacy in Primary Education
To support PSHE, SMSC development, and safeguarding	1Decision