

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Greenholm Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gill Turner
Pupil premium lead	Humara Haq
Governor / Trustee lead	Jo Osborne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,600
Recovery premium funding allocation this academic year	£23 345
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	£244945 based on 161 pupils

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Greenholm Primary School is to provide all students with the opportunity to achieve, succeed and become positive, aspirational and well-rounded citizens. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at Greenholm Primary School. This ensures we develop positive, hardworking, successful individuals who achieve their ambitions and flourish in life.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Greenholm Primary School
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded, positive global citizens who achieve their ambitions and flourish in each stage of their life and futures.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- allocation of extra staff in each year group- providing small group work with experienced teacher focussed on overcoming gaps in learning
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

➤ Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provisions available at Greenholm include but are not limited to:

- frequent monitoring and intervention of progress and needs
- literacy and numeracy support which includes in class support and small group withdrawal
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, extracurricular activities, trips and homework and home learning support
- providing laptops to support with access to homework and remote learning
- allocating high quality, well-trained staff to support wellbeing

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
<p>1 Lack of parental support</p>	<p>Lack of parental support and learning resources at home. This was identified by assessments, observations, class teachers feedback and discussions with pupils. Data shows that from reception through to ks2 fewer PP pupils completed homework and were less engaged with remote learning in comparison to their NPP peers. Fewer PP parents engaged with parent evenings and were more likely to have punctuality and attendance issues.</p> <p>The school local deprivation indicator was in Q4 (more deprived) of all schools which results in poor cultural capital and experiences for pupils.</p>
<p>2 Lower vocabulary and language skills</p>	<p>Assessments, observations, staff feedback and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Baseline data in reception has identified disadvantaged pupils have lower levels of oracy and communication skills which will require specific intervention to catch up.</p>
<p>3 Lower phonics skills</p>	<p>Assessments, observations, staff feedback and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
<p>4 Lower attainment and progress in RWM</p>	<p>Internal and external (where available) assessments indicate that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils which has been further increased due to the pandemic.</p>
<p>5 More well-being issues</p>	<p>Our assessments, staff feedback, pupil feedback and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Added to this the school local deprivation indicator for pupil base was in Q4 (more deprived) of all schools.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in RWM and phonics</p>

	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6 Attendance and punctuality lower	<p>Our attendance and punctuality data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is more evident in the lower year groups. Overall absence for PP was in the lowest 20% of all schools.</p> <p>The overall attendance difference between PP vs NPP is -1.98% for 2022.</p> <p>Our assessments and observations indicate that lateness is negatively impacting disadvantaged pupils' progress and they are not ready to learn when they arrive at school.</p>

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
<p>Continue to improve vocabulary and communication skills (SIP 1)</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language and communication skills among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.</p>
<p>Progress in Maths (SIP 3)</p> <p>Continue for disadvantaged learners achieving at least in line with, or above national progress measures in maths at end of: EYFS KS1 KS2.</p>	<p>Gap between PP and NPP pupils is 0.0.</p> <p>PP achieve at least in line with national.</p> <p>Rigorous, robust monitoring process in place to identify any needs for intervention.</p>

<p>Progress in KS2 maths for PP learners is at or above their expected attainment pathway.</p>	<p>Pupil voice shows increased confidence and enjoyment in mathematics.</p>
<p>Progress in Reading (SIP 1)</p> <p>Disadvantaged learners achieving at least in line with, or above national progress measures in reading at end of: EYFS KS1 KS2.</p> <p>Progress in KS2 for PP learners is at or above their expected attainment pathway.</p>	<p>Gap between PP and NPP pupils is 0.0.</p> <p>PP achieve at least in line with national.</p> <p>Rigorous, robust monitoring process in place to identify any needs for intervention.</p> <p>Pupil voice shows increased confidence and enjoyment in reading.</p>
<p>Progress in Phonics (SIP 1)</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in phonics at end of: EYFS KS1</p> <p>Progress in KS2 for PP learners is at or above their expected attainment pathway</p>	<p>Gap between PP and NPP pupils is 0.0.</p> <p>PP achieve at least in line with national.</p> <p>Rigorous, robust monitoring process in place to identify any needs for intervention.</p> <p>Pupil voice shows increased confidence and enjoyment in phonics.</p>
<p>Progress in Writing (SIP 2)</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in Writing at end of: EYFS KS1 KS2</p> <p>Progress in KS2 for PP learners is at or above their expected attainment pathway</p>	<p>Gap between PP and NPP pupils is 0.0.</p> <p>PP achieve at least in line with national.</p> <p>Rigorous, robust monitoring process in place to identify any needs for intervention.</p> <p>Pupil voice shows increased confidence and enjoyment in writing.</p>
<p>Progress in MTC for Year 4</p>	<p>Gap between PP and NPP pupils is 0.0.</p> <p>PP achieve at least in line with national.</p>

<p>Pupil Premium learners achieve at least in line with, or above national expectations in MTC</p>	<p>Rigorous, robust monitoring process in place to identify any needs for intervention.</p> <p>Pupil voice shows increased confidence and enjoyment in MTC.</p>
<p>Ready to learn</p> <p>Pupil Premium learners are punctual, equipped and ready for school.</p>	<p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Attendance officer monitors and liaises with parents/carers quickly and give support so pupils are punctual and ready to start learning each day.</p> <p>Support with breakfast, break and lunch is provided so pupils have energy to participate and contribute in their learning.</p>
<p>Wellbeing (SIP 5)</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>PP participate and engage well in all learning activities</p> <p>PP pupils and parent feedback is positive</p> <p>Teacher observations is positive about behaviour and attitude to learning</p> <p>Attainment of PP is in line with NPP and pupils achieve well and make good progress in all their learning</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Attendance</p> <p>PP attendance meets the school's attendance target of 97% and above</p>	<p>The attendance of PP learners meets the school target of 97% and is not lower than NPP.</p>

	<p>Regular feedback from Attendance Officer identifying pupils with low attendance and having clear guidelines on what needs to be done to improve attendance</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</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** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On going training and CPD for teachers and classroom based staff</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>Ensuring all teachers and classroom staff are equipped with the high quality teaching skills through effective CPD, team teaching, observations, mentoring by subject leads to be an effective teacher which supports pupils to close gaps and move learning on.</p>	1,2,3,4
<p>Improve attainment in writing</p>	<p>Ensure all teachers are able to plan, deliver, teach and assess writing effectively from reception to year 6 so gaps are closed between disadvantaged pupils and</p>	1,2,3,4,

	<p>their peers and all pupils make good progress and are at ARE or above. This will be done with support from the subject lead who will monitor, observe, team teach and mentor teachers. Teaching will also be monitored by external monitoring and validation</p>	
<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>		
<p>Provide nurture clubs to support pupils' social emotional development so they are able to learn effectively and succeed</p>	<p>Planning effectively for maths from reception to year 6 is key so gaps are closed between disadvantaged pupils and their peers and all pupils make good progress and are working at ARE and above</p>	<p>5</p>
<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>		
<p>Improve maths teaching across the school</p>	<p>Planning effectively for maths from reception to year 6 is key so gaps are closed between disadvantaged pupils and their peers and all pupils make good progress and are working at ARE and above</p>	<p>1,2,3,4</p>
<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>		

<p>Subject leads for Reading, Writing, Maths and Phonics to:</p> <p>closely monitor and intervene where the progress of PP learners is below that of NPP learners or below that of their expected attainment pathway.</p> <p>Cover needed for subject leads to do monitoring and analysis</p>	<p>Subject Leads to:</p> <p>-monitor progress and attainment of PP vs NPP through book looks, learning walks, data analysis</p> <p>-track PP students progress and attainment – they help signpost needs for targeted intervention.</p> <p>This will ensure PP will have targeted academic support to improve outcomes and close any gaps so pupils keep up with their learning.</p>	<p>2, 3, 4</p>
<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>		
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Analysis of assessments will identify gaps and next steps which staff will close with targeted interventions</p> <p>This will increase 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:</p>	<p>2, 3, 4</p>
<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>		

<p>Purchase of DFE validated phonics scheme and training for all staff in</p> <p>Wandle Letters and Sounds and corresponding reading books to secure stronger phonics teaching for all pupils.</p> <p>Training of staff to use Keep Up Strategy to close gaps and to be utilised daily for Keep Up Sessions</p>	<p>More PP pupils did not pass their phonics test in year 1 which impacted on their ability to read at the correct level.</p> <p>This will increase pupils' phonics skills and have a positive impact on the accuracy of word reading. Trained staff will close gaps using the Keep Up Strategy on a daily basis so pupils do not fall behind.</p>	<p>3,4</p>
<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?</p>		
<p>Parental workshops to help early years reading and phonics</p>	<p>More disadvantaged pupils struggle with their phonics and reading as their parents do not have the skills to support their children.</p> <p>This will help parents to support their children and also build up stronger relationships with parents at school.</p>	<p>1,2,3,4</p>
<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental</p>		
<p>Ensure each year group has extra teachers to support with targeted interventions and keeping up strategy</p>	<p>Targeted support to close gaps and any falling behind by pupils through 1-to-1 and group tuition in reading, phonics, numeracy and writing</p>	<p>1,2,3,4</p>
<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>		

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

Budgeted cost: £110,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each year group having extra teaching staff to support with interventions, targeted support and raise standards	<p>Additional teaching staff employed in each year group with extra staff in key year groups.</p> <p>This will increase the capacity to provide targeted group and individual support to raise standards and support the needs of all pupils but especially PP who tend to attain less than NPP</p>	2,3,4,5,6
Reading Recovery Program	Reading Recovery Teacher employed as early intervention 1:1 tutoring program aimed at the lowest-20% achievers in reading. The RRP prevents long-term reading difficulties in KS1, promotes literacy skills and has been identified as having a positive effect on fluency and comprehension.	4,2,3
<p>Online packages to Support have been purchased to support pupils at school and at home</p> <p>Numeracy- my maths, classroom secrets TT RockStars</p> <p>Reading- ActivLearn, classroom secrets</p> <p>Phonics- Wandle phonics and reading Big Cat Collins</p> <p>Handwriting-</p>	Where students made regular use of the resources, it led to improved confidence in class and a secure functional foundation. It also allowed parents to support pupils with their learning at home and monitor their learning.	1,2,3,4,5

Nelson HW scheme		
<p>Embedding oral language program in the early years to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>purchase resources and fund ongoing teacher training and release time.</p>	<p>Significantly more PP pupils have lower oral language skills and are unlikely to have the breadth of vocabulary that is needed to achieve in reading and writing, as well as in other curriculum areas.</p> <p>This will increase pupil vocabulary and have a positive impact on their reading and writing skills.</p>	1, 2, 3, 5
<p>Reading support staff -to hear those pupils who are not heard at home by parents so they can develop their reading skills and confidence in reading</p>	<p>Significantly more PP pupils have lower reading skills and are not heard read at home due to lack of parental support or skills</p> <p>This will increase pupil reading and have a positive impact on their reading and writing outcomes as well as support them in later life so they can access learning</p>	2,3,4

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

Budgeted cost: £44000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing and emotional management and PSHRE</p>	<p>More PP pupils have been identified to need support with mental, emotional and social learning which has been further impacted by the pandemic.</p> <p>This will improve mental, social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	2,3,4,5,6

<p>Attendance and punctuality officer employed</p>	<p>More PP pupils have been identified as having lower attendance and poor punctuality which has a significant impact on learning as pupils are missing out on learning.</p> <p>Improving attendance and punctuality will have improved outcomes in school and in later life. Parents will value education and ensure they support their children in attending school.</p>	<p>1,2,3,4,5,6</p>
<p>Farm Support Mentor employed</p>	<p>More pupils have been identified to need support with emotional and social learning which has been further impacted by the pandemic.</p> <p>This will improve pupils' social, emotional well-being, collaborative skills, knowledge and cultural capital which will have improved outcomes in school and in later life.</p>	<p>5,4</p>
<p>Well-being Mentor employed</p>	<p>More pupils have been identified to need support with emotional and social learning which has been further impacted by the pandemic.</p> <p>This will improve pupils social, emotional well-being and collaborative skills which will have improved outcomes in school and in later life.</p>	<p>5,4</p>
<p>Physical health mentor employed</p>	<p>More pupils have been identified to need support with physical, emotional and social learning which has been further impacted by the pandemic.</p> <p>This will improve pupils' social, emotional well-being and collaborative skills which will have improved outcomes in school and in later life.</p>	<p>5,4</p>
<p>Forest School teacher employed</p>	<p>More pupils have been identified to need support with emotional and social learning which has been further impacted by the pandemic.</p>	<p>5,4</p>

	This will improve pupils' social, emotional well-being, collaborative skills, knowledge and cultural capital which will have improved outcomes in school and in later life	
After School Clubs/Lunchtime Clubs	<p>Fewer PP pupils attend extra-curricular clubs – such as sports, well-being, MFL, arts,</p> <p>This will improve pupils' physical, social, emotional well-being, collaborative skills, knowledge and cultural capital which will have improved outcomes in school and in later life</p>	1, 5, 4
Subsidised Trips and Residential Costs	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. The activities are designed to improve well-being, collaborative learning, knowledge and cultural capital which will have improved outcomes in school and in later life.	1, 5, 4
<p>Music –</p> <p>Y4 music lessons for 92 pupils</p> <p>Clarinet</p> <p>Keyboard</p> <p>Cornet</p>	<p>Pupils from disadvantaged backgrounds have less opportunity to learn a musical instrument than their non-disadvantaged peers</p> <p>This will improve pupils' collaborative skills, creativity, knowledge and cultural capital which will have improved outcomes in school and in later life.</p>	5,1,4
Hippodrome Drama Education Program	<p>Pupils from disadvantaged backgrounds have less opportunity than their non-disadvantaged peers to have opportunity to work within drama and develop their speaking and listening skills</p> <p>This will improve pupils' collaborative skills, creativity, knowledge and cultural capital which will have improved outcomes in school and in later life</p>	1, 5. 4

<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Eg more pupils being identified as disadvantaged due to the crisis of cost of living than funding allocated for – as of Dec 2022 we had 183 pupils who were identified as disadvantaged but our allocation of funding has only being for 161 pupils</p>	<p>All</p>
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Total budgeted cost: £244,945

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using reception, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was less than their non-disadvantaged counterparts. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 and gaps that pupils had. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality curriculum, targeted intervention groups, extra staff employed to close gaps and support for pupils social and emotional well-being.

Although our Y6 data shows gaps between PP and NPP our PP still achieved higher than the National Expectations for all pupils in reading, writing, maths.

The support for our disadvantaged pupils had a positive impact on our reception pupils where the PP performed better than the NPP in achieving their ELGs. Our Y1 phonics score show that more PP passed their PSC than the NPP. This was also mirrored in the Y6 maths sats tests where more PP passed their test than NPP.

Reception 82.1% GLD 87.5% PP GLD Gap +7.5

Year 1

91.5% passed 93.3% PP passed Gap + 2.2

Read PP vs NPP

read	Rec lit	Y1	Y2	Y3	Y4	Y5	Y6-sats
PP	87.5	81.3	60.9	70	75	78.6	88.5 nat 74.5
nat-NPP	80	85.9	80.6	84.7	85	91.8	96.8
Gap	+7.5	-4.6	-19.7	-14.7	-10	-13.2	-8.3

Write PP vs NPP

Writ	Rec lit	Y1	Y2	Y3	Y4	Y5	Y6-mod-erated
PP	87.5	75	26.1	50	37.5	59.3	73.1 Nat 69.4
NPP	80	83.3	58.2	79.7	76.7	75	74.6
Gap	+7.5	-8.3	-32.1	-29.7	-39.2	-15.7	-1.5

Num PP vs NPP

Num	Rec	Y1	Y2	Y3	Y4	Y5	Y6-sats
PP	100	81.3	52.2	60	62.5	63	88.5 nat 71.4
NPP	85.3	88.5	67.2	86.4	85	81.7	87.3
Gap	+14.7	-7.2	-15	-26.4	-22.5	-18.7	+1.2

Overall attendance and punctuality for PP is lower than NPP at 92%. These gaps are larger than in previous years, which is why attendance and punctuality is a focus of our current plan and more significant in the earlier years as is punctuality.

Year	PP%	NPP%	Gap
R	92.9	93.4	-0.5
Y1	91.4	92.6	-1.2
Y2	92.1	95.2	-3.1
Y3	94.6	95	-3.1
Y4	90.7	95.4	-4.7
Y5	90.1	95.8	-5.7
Y6	92.7	94.3	-1.7
all	92	94.5	-2.5

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. The impact was also significant for our parents as well and we had to deal with many parental wellbeing issues which resulted in having to support them as well as their children. 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.

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
D.Harris Play Therapist	Play Therapist worked 2 x 6 hours per week with individual pupils, groups of pupils and parents. She trained staff on developing skills on support well-being, social and emotional well-being
Online Programmes Purchased ActiveLearn Classroom Secrets TT RockStars Collins Big Cat Phonics online books	Purchased online programs to support In reading, phonics, maths, spellings and other curriculum areas

Forest School	Used to support pupils with emotion and social well-being in learning new skills and benefiting from being in the outside environment
Nurture Program	Nurture and Behaviour program to support with mental well-being, self-regulation of behaviour and resilience within learning and social environment
Hippodrome	Drama and communication program to develop creativity, speaking and listening, collaborative skills
Language Land	Speaking and listening program
Target Tracker and Scholar Pack	Data analysis / demographic analysis / Assessment / Behaviour / Attendance
What was the impact of that spending on pupil premium eligible pupils?	Teachers observed improvements in wellbeing, engagement, amongst pupils and behaviour in class. Assessments demonstrated progress in subject areas where pupils accessed the online programmes at home and in school.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Training of Senior Mental Health Lead

The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

FAST Program (Family & Schools Together)

This is an international parental engagement program that supports the family bonding necessary for children to thrive through-

Empowering parents to be leaders of their families

Building positive connections and social capital between families and schools

Creating a supportive community engaged in fostering children's well-being and education.

We have participated in this program for a few years and have identified the positive impact it has on families and on their children.