

**Pupil premium strategy statement - Raddlebarn
Primary School**

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	437 (June 2022)
Proportion (%) of pupil premium eligible pupils	22% 96
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021- updated regularly
Date on which it will be reviewed	July 2022
Statement authorised by	Angela Lowry, Head Teacher
Pupil premium lead	Sally Clements, Inclusion & Pastoral Leader
Governor / Trustee lead	Stuart Cross, Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£7,866.00 (see separate plan)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Early year Pupil premium funding (£302 per pupil)	£3020 (separate funding)
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	£127,571

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Raddlebarn is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery, resulting from the Covid 19 pandemic.

Our approach will be responsive to common challenges and individual needs and will complement each other to help pupils excel. To ensure that they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Ensure our staff set high, yet challenging expectations for all our children, regardless of their background

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils
- Ensure pupils can read fluently and with good understanding to enable them to access the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to continue to develop resilience
- Access opportunities which develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objects and overcome identified barriers to learning we will:

- Provide teachers with ongoing CPD to ensure pupils access Quality First Teaching
- Provide targeted intervention and support quickly to identify and address gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure all children have access to trips, residential, first hand learning experiences
- Provide appropriate Pastoral support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

We will ensure that effective learning, data and assessment meets the needs of all pupils through the analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults in school.

Challenges - Pupil Premium

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

Challenge number	Challenge	Detail of challenge
1	Social, emotional and mental health	<p>Our assessments and observations, alongside discussions with families and children themselves, have identified social, emotional and mental health issues, seen as a result of the pandemic. Referrals for support from class teachers to the Inclusion & Pastoral team have markedly increased since children returned to school following the summer break.</p> <p>Every half term, just over half of disadvantaged pupils, including those who are disadvantaged and SEND attend therapeutic groups to improve their social, emotional and mental health</p>
2	Gaps in reading, writing, maths and phonics	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school</p>

		<p>closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age related expectations in the majority of areas</p>
3	Attendance & Punctuality	<p>The lowest 20% across the school for reading, writing and maths are mainly disadvantaged pupils who fall below the 90% attendance threshold, making them persistently absent from school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' results.</p> <p>There are identified families for whom punctuality is an issue. This is resulting in the children missing vital parts of core lessons at the start of the school day.</p>
4	Speech, language and communication needs resulting from Covid 19 pandemic	<p>Assessments and observations from both school (Wellcomm, Word Aware, NELI) and external agencies (NHS SALT) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery aged children through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers</p>
5	Enrichment & Aspirational opportunities (encouraging all disadvantaged children who are middle or higher ability to reach their fulfilment)	<p>Observations from teachers in school indicate that many disadvantaged pupils have not taken up after school clubs since Covid 19.</p> <p>This has had an impact on attainment and how the children have been learning using non-traditional methods (eg, learning how to play chess to improve maths skills)</p>

Challenges - Early Years Pupil Premium

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

Challenge number	Challenge	Detail of challenge
1	Social, emotional and mental health	Our assessments and observations, alongside discussions with families and children themselves, have identified social, emotional and mental health issues, seen as a result of the pandemic.

		Referrals for support from class teachers to the Inclusion & Pastoral team have markedly increased since children returned to school following the summer break and Christmas break in early 2022.
2	Speech, language and communication needs resulting from Covid 19 pandemic	Assessments and observations from both school (Wellcomm, Word Aware, NELI) and external agencies (NHS SALT) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery aged children through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.

Intended outcomes – Pupil premium

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>To improve children's social, emotional and mental health, following on from C19 pandemic and 'learning to live with Covid.</p> <p>To improve disadvantaged children's attendance to pre-covid % of 96%</p>	<ul style="list-style-type: none"> School learning mentor, as part of the pastoral team will work with children, delivering therapeutic groups, as well as pastoral support in class as part of their offer to improve social, emotional and mental health Inclusion & Pastoral Leader to successfully complete Senior mental health Lead for across the school, imparting knowledge to all members of staff in order to improve SEMH Data from pupil voice, teacher observations to see sustained high levels of wellbeing Enrichment and aspirational activities will see a clear increase in the number of children attending, especially those who are disadvantaged Attendance lead will see a marked increase in the number of children who are disadvantaged attending school more – Early Help will be offered and there will be more families taking up this offered in order to support their children's life chances

	<ul style="list-style-type: none"> Children who are disadvantaged will make better progress because of their increased attendance
To improve reading, writing, maths and phonics across all 3 phases	<p>Phase 1, including Early Years:</p> <ul style="list-style-type: none"> DHT to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment Upon data capture, around 80% of pupils in Year 1 will have passed the phonics screening check Upon data capture, around 70% of pupils to be working at Phase 3 by the end of Reception. For those who are not, early identification and intervention is necessary Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension <p>Phase 2:</p> <ul style="list-style-type: none"> DHT to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment Upon data capture, around 80% of pupils in Year 2 will have passed the phonics screening check those who didn't pass in Year 1) Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension <p>Phase 3:</p> <ul style="list-style-type: none"> AHT to work with identified disadvantaged pupils in order to raise

	<p>standards, improve progress and attainment</p> <ul style="list-style-type: none"> • AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment • As a result, reading outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • As a result, phase 3 maths outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • As a result, phase 3 writing outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension
To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able	<ul style="list-style-type: none"> • All children across the school, from N through to Year 6 will have participated in a theatre-based workshop in order to improve their oral language skills (Playhouse, REP, Hippodrome) • Early identification and interventions will be offered to all children who need it following Wellcomm in N and RBA in Reception • Identified children to work with the in-house SALT; this over time will show a reduction in the number of children receiving NHS SALT across the school

Intended outcomes – Early Years Pupil premium

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.

<p>To improve children's social, emotional and mental health, following on from C19 pandemic and 'learning to live with Covid.</p> <p>To improve disadvantaged children's attendance to pre-covid % of 96%</p>	<ul style="list-style-type: none"> • School learning mentor, as part of the pastoral team will work with children, delivering therapeutic groups, as well as pastoral support in class as part of their offer to improve social, emotional and mental health • Inclusion & Pastoral Leader to successfully complete Senior mental health Lead for across the school, imparting knowledge to all members of staff in order to improve SEMH • Data from pupil voice, teacher observations to see sustained high levels of wellbeing • Attendance lead will see a marked increase in the number of children who are disadvantaged attending school more – Early Help will be offered and there will be more families taking up this offered in order to support their children's life chances • Children who are disadvantaged will make better progress because of their increased attendance • All parents will understand the implications of good attendance and how this improves their child's life chances
<p>To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able starting in Nursery</p>	<ul style="list-style-type: none"> • All children across the school, from N through to Year 6 will have participated in a theatre-based workshop in order to improve their oral language skills (Playhouse, REP, Hippodrome) • Early identification and interventions will be offered to all children who need it following Wellcomm in N and RBA in Reception • Identified children to work with the in-house SALT; this over time will show a reduction in the number of children receiving NHS SALT across the school

Activity in this academic year - Pupil Premium

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: £57,061.00 - £110.25 (Kagan) - £52,555.75 (DHT/AHT) - £925.26 (NHS sessions Autumn term) = £3,469.74 remaining for SALT cost for Spring and Summer term - £1156.58 (Spring term) = £2313.16 allocated remaining

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on collaborative learning (Kagan) to be delivered at the start of Autumn term by TTD	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>(£110.25)</p>	<p>2,4</p> <p>January 2022 – All staff are using Kagan approaches in their teaching to encourage collaborative learning. This is having an impact on children's SEMH and academic progress, especially those PPG</p> <p>April 2022 – Staff continue to use Kagan strategies in their approach to teaching and learning. PPG children continue to make good academic progress</p>

Senior Leader (AHT/DHT) to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment	<p>To teach Year 6 & Year 2 in targeted groups with highly skilled subject specialist staff supporting children</p> <p>£52,555.75</p> <p>(£33, 083.50 + 19, 472.25 including on costs)</p>	<p>2</p> <p>January 2022 –</p> <p>Y6: Progress Maths – 90% Reading – 90% Writing – 80%</p> <p>April 2022 – Y6 Progress Maths – 90% Reading – 100% Writing – 90%</p> <p>January 2022 –</p> <p>Y2: Progress Maths – 82% Reading – 88% Writing – 100%</p> <p>April 2022 – Y2: Progress Maths – 76% Reading – 76% Writing – 94%</p>
Purchase of an NHS SALT to focus on key identified children including those disadvantaged	<p>All pupils need the skills to segment, blend, read on sight words in order for them to make progress and secure attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>(£4,395)</p>	<p>2,4</p> <p>January 2022 -</p> <p>SALT has assessed several children, written</p>

for specialist speech and language therapy, especially in Phase 1 and 2	<p>Feb 2022 £925.26 (Autumn term) = £3469.74 allocated remaining</p> <p>May 2022 £1156.58 (Spring term) = £2313.16 allocated remaining</p>	<p>reports and is providing strategies to teachers and parents on how to support. Ongoing</p> <p>April 2022 - Staff training for both Teachers and TAs, supporting with strategies that can be used in class. Number of children referred to BCH or for NHS package of support</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39,932.50 - £500 (Playhouse) - £1500 (Playhouse) - £1657.50 (Century Tech) - £1320 (Beanstalk) - £25,595.00 (Learning Mentor) = £9,360 -£1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Playhouse)	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>(£7,200) - £1500 - £500 = £5900</p> <p>February 2022 –invoice for services £1500 for residency for Feb and March</p> <p>April 2022 – residency booked for May to work with children in N, R Y1 & Y2 £1900</p> <p>(rescheduled for Autumn 2022 due to Covid – booked and paid for)</p>	<p>4</p> <p>January 2022 - Children's oral language skills are improving and this is reflected in the NELI data in March</p>

		May 2022 Further residency booked in for N, R, Y1 & Y2
Engaging with Century Tech program, using Artificial Intelligence to identify gaps in knowledge, addressing misconceptions and personalising content, pathways and questions for pupils, providing target interventions for Year 6, 5 and 4 (pilot scheme)	Gaps in knowledge and addressing misconceptions as well as personalising content and providing target interventions for pupils can be an effective method to support pupils following the pandemic to identify the gaps in knowledge: https://www.century.tech/news/catch-up-premium-the-updated-dfe-guidance-explained-2/ £1657.50 Invoice 24.1.22 - £1657.50 - 16.9.21	2 January 2022 - Y6, Y5, Y4 piloting Century Tech Y6, Y5 data is good April 2022 - Y6 reading is good – 100% made 2 or more PP Y5 maths is good – 100% made 2 or more PP Y4 writing is good – 100% made 2 or more PP
Target English and maths in key areas of the school	Booster groups identified for readers and those who have fallen behind in maths due to the C19 pandemic https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit £3500	
To raise standards in reading for disadvantaged pupils, implement a program of intervention for least able disadvantaged in reading (Beanstalk)	Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (£1980) £1,320 spent from Sep 2021(October, December, January) £660	2 January 2022 - Children taking part in Beanstalk program have made good progress with their reading

		<p>skills (see data above)</p> <p>April 2022 – Most recent feedback from volunteers indicate that children are making very good progress, this is also evident in their reading data</p>
<p>Learning mentor to work across the school delivering both pastoral support in class and therapeutic work with small groups of children as part of their offer to improve social emotional and mental health</p>	<p>For pupils to learn and engage successfully with the curriculum it is important that any underlying social emotional and mental health issues are addressed as a matter of urgency: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/mentoring (£25,595)</p>	<p>1, 2 January 2022 - Therapeutic group run by learning mentor have had, over both Autumn 1 and 2, 100% success rate (data available)</p> <p>March 2022 Therapeutic groups run by learning mentor have had 100% success rate</p>

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

Budgeted cost: £18,750.00 (£18,750.00 - £550.04 (Roving Books) - £1750.00 (CoJo) - £752.15 (trips) - £4500.00 - £558.38 - £3425.50 - £586.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer further opportunities to develop disadvantaged pupil's life chances by subsidising clubs, trips, residential, music lessons	<p>Research has shown that providing pupils with additional opportunities increases their chances of improved attainment at school and closes the disadvantaged gap Life skills and enrichment EEF.org.uk</p> <p>(£4000) Music (£1000) Trips Trips £1000 - £193.50 (PP trip subsidy) - £558.65 = £752.15 = £247.85 remaining for residential trip subsidy</p>	<p>5</p> <p>March 2022 - For residential trips to Frank Chapman, any child who is PPG have been given a discount so parents can afford to give their child the experience</p>
Contingency fund for acute issues eg uniform, school meals, Funshine	<p>Based on our experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have yet been identified: (£2,000)</p>	All
To ensure that pupils who are disadvantaged achieve at least 96% attendance over the academic year LM informal meeting when attendance dips below 96%	<p>Evidence and research suggests that good attendance in school significantly improves attainment in all children, including those disadvantaged: https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ (£1,000)</p>	<p>3</p> <p>January 2022 All new children who have started have had conversations with LM regarding settling in and attendance. Attendance plans are also in place with action plans and calls have taken place since returning to school in January.</p> <p>April 2022 – Several FPN have been issued for parents requesting and taking Leave in term time. New families continue to</p>

		have meetings with LM. Further analysis of PA indicate that a number of children were classed as PA due to Covid 19
To support children in building resilience and consider ways of working together (CoJo)	Commando Joe Subscription – looking at empathy, resilience, determination, self-awareness, positivity, excellence, communication £1750.00	
To support disadvantaged pupils in developing their reading by providing 1 book each term for disadvantaged pupils (Roving Books)	Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (£2500 per academic year) (£7 max per disadvantaged pupil – 96 chn currently PPG Dec 2021) December 2021 – order of 1 st set of books for chn PPG £550.04 March 2022 - £558.38 May 2022 - £586.74	1,2,4 January 2022 Waiting on further books before handing out to all children in receipt of PPG. This will be reviewed in March when new books will be ordered February 2022 New books ordered for Spring term and will be distributed before Easter April 2022 New books distributed for PPG
To support disadvantaged pupils in developing creative flair, music and movement (Autin Dance Company)	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as	May 2022 A routine for children will be developed and shared with others during our Summer Carnival celebrating the commonwealth games

	<p>more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p> <p>£4500</p>	
<p>To develop disadvantaged pupil's physical health, wellbeing and physical development (Fresh Air Fitness)</p>	<p>Physical activity has important benefits in terms of health, wellbeing, and physical development. These benefits have important value in themselves however there are benefits of physical activity for core academic attainment, particularly English and Maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Purchase of gym equipment for all pupils, including those disadvantaged for KS1 playground (Fresh Air Fitness)</p> <p>£3425.50</p>	<p>April 2022</p> <p>New Gym equipment will be installed on 14.4.22 in KS1 playground to encourage physical activity in younger children. Impact will be shared later in the year after a term of use</p>

Total budgeted cost: £

Activity in this academic year - Early Years Pupil Premium

This details how we intend to spend our EYFS pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

£3020 - £800 - £184.02 (2035.98 left) - £240 = £1795.98 - £405.60 = £1390.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase a subscription to Tales Tool Kit; a resource which can be used specifically for EYFS which will build upon</p>	<p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include story telling and group reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>(£800)</p>	<p>2</p> <p>January 2022</p> <p>Ordered – Nursery teacher will deliver in phases how to use TTK</p>

their oral story telling	January 2022 – Ordered and invoiced Big kits for classes £40 each x 6 = £240	for maximum impact Phase 1 – first training session 2.2.22
To purchase a selection of mindfulness resources which can be used to regulate and relax children's emotions. Behaviour specialist to work with identified children who struggle to regulate emotions	Based on our experiences, children are able to regulate their emotions when specific tools are used to support them https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf £184.02 £405.60	1 January 2022 Resources arrived and given to staff. Impact measured in Pupil voice on mental health and wellbeing Spring 1 April 2022 Results available on request
Contingency fund for acute issues	Based on our experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have yet been identified: (£100 per term)	All

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Covid 19 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 to the degree that we had intended. The impact was our mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak Academy.

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.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils was lower than in the previous years in key area of the curriculum.

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
TT Rockstars	Maths Circle Ltd
Go Read	

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Gaps identified in service children's education caused by the pandemic which was addressed with targets supported from Senior Leaders in school
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Where extra support was provided, this had impact on progress service children made

Further information (optional)

Additional activity:

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

- Utilising a DfE grant £1200 to train a Senior Mental Health Lead. The training that the Inclusion & Pastoral Leader has selected is through Leeds Beckett University and focuses on the following: Leadership and Management, Targeted support and appropriate referral, Identifying need and monitoring impact, Creating an ethos and environment including staff development, Enabling student voice as well as working with families, parents and carers, Curriculum, Learning and Development, Deep Dives, Action plan and attendance at a regional conference to discuss and share impact on school

Planning, implementation and evaluation:

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had intended. The Covid pandemic has had a significant impact on all the children especially those who are disadvantaged. External agencies were unable to visit children in schools and many health services were not able to conduct face to face visits.

We triangulated evidence from assessments, book looks, conversations with parents, teachers, and the pupils themselves to identify their challenges.

We looked at the EEF reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.