

Pupil premium strategy statement

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	Hunsbury Park Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	35% (109 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Burt
Pupil premium lead	Kate Burt
Governor / Trustee lead	Tessa McLaughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12,758
Pupil premium funding carried forward from previous years	£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	£124,393

Part A: Pupil premium strategy plan

Statement of intent

This pupil premium strategy has been written with Hunsbury Park's whole school vision at the heart alongside our newly enhanced broad and balanced curriculum.

Research from the EEF in relation to the catch up fund 2020-2021 has been sought to support decisions around how to spend the pupil premium funding this academic year 2021-2022. The EEF advised that funding should be divided through a tiered approach. It is recommended that 50% of funding is spent on tier one; teaching, 25% of funding on tier two; targeted academic support and the last 25% of funding is spent on tier three; wider strategies.

Many of the decisions around this strategy and funding are based on the research by Marc Rowland 'Addressing Educational Disadvantage,' the Education Endowment Toolkit and case studies from successful support and interventions at Hunsbury Park implemented through the Catch Up Funding during the academic year 2020-2021.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Hunsbury Park Primary School key principles;

-We ensure that teaching and learning opportunities meet the needs of all our pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

-We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

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

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives through the Pupil Premium funding are:

- ✓ To **narrow the attainment gap** between disadvantaged and non-disadvantaged pupils.
- ✓ To **accelerate progress** for disadvantaged pupils through intense academic teaching, support and intervention.
- ✓ To ensure all disadvantaged pupils make or exceed nationally expected progress rates.
- ✓ To **enrich all disadvantaged pupil's experiences and opportunities** in school.
- ✓ To support **pupil's mental health and wellbeing** to enable them to access learning across the curriculum.
- ✓ To raise **children's life ambitions and future careers** by providing experiences and opportunities for children to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in Reading, Writing and Maths between Pupil Premium and Non-Pupil Premium pupils.
2	Accelerating progress for those pupils who disadvantaged and/or vulnerable (SEND/EAL)
3	Address the low starting point for children in EYFS across all subjects but especially oral language skills and vocabulary.
4	Maintain attendance and address punctuality difficulties for disadvantages pupils
5	Raising pupils mental health and wellbeing across the school in particular for disadvantaged pupils
6	Enriching experiences and developing opportunities for disadvantaged pupils with low aspirations
7	Support the high percentage of disadvantaged pupils who also have SEND
8	Ensure safeguarding requirements are met for all children

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils, particularly in the EYFS.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and mathematics attainment among disadvantaged pupils.	To ensure at least 60% of disadvantaged pupils met the expected standard in Reading, Writing and Mathematics in 2021-2022 and to achieve 85% (above national) by 2024 . To diminish the gap between PP and non PP attainment in reading, writing and mathematics to less than 10% in 2021-2022 and to 0% by 2024 .
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (at least 85% of pupils will attend at least two clubs for 12 weeks each academic year).
To maintain attendance for all pupils, particularly our disadvantaged pupils. To reduce persistent absentees across the school, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils should not reduce be below 96% and to diminish the attendance gap between disadvantaged pupils and their non-disadvantaged peers • ensure the persistent attendance gap between disadvantaged and non disadvantaged pupils is minimal.

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)

Approximate budgeted cost: **£ 55,817 (+£6,00 recovery premium)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Talk for Reading approach</u>	The 30 million word gap – in low income households children up to 4 years old hear	1, 2,

<p><u>implemented through intense CPD Training</u> to develop the teaching of Reading across the school to raise standards in the teaching and learning of whole class Reading sessions.</p> <p><u>The development of Oracy</u> across the school through the Talk for Reading and Talk for Writing teaching approaches.</p> <p><u>Talk for Writing and Reading CPD Training opportunities</u> for all staff to ensure consistency in the teaching of Reading and Writing across the school.</p>	<p>30 million less words than a child in a higher income household.</p> <p><u>EEF: Oral Language Interventions (+6 months)</u></p> <p>‘Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.’</p> <p>Whole school development on Oracy introduced as the ‘golden thread’ of our curriculum to enrich learning for all pupils.</p> <p>Whole school development on Reading across the school with the introduction of Reading logs and enhancement of Reading environments throughout the school.</p>	
<p><u>Part time Forest School teacher/practitioner</u> to lead forest school sessions for all pupils across the school to develop social and emotional skills, support mental health and pupil wellbeing and enrich children’s learning.</p>	<p><u>EEF: Outdoor adventure learning</u></p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p><u>EEF: Metacognition and Self-Regulation (+7 months)</u></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition is the process of learning to learn.</p>	4, 5
<p><u>Specialist music tutor</u> to be employed to provide enrichment music sessions to all pupils across the school.</p>	<p><u>EEF: Arts participation (+ 3months)</u></p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation approaches can have a positive</p>	4, 5

<p><u>Purchase of new music instruments</u> to enhance the teaching of music and provide pupils with enrich experiences and opportunities of playing different instruments.</p>	<p>impact on academic outcomes in other areas of the curriculum.</p>	
<p><u>Introduction of pupil wellbeing wheels</u> to ensure pupil wellbeing is targeted and developed. All teachers to be trained through effective CPD to support pupils with their wellbeing.</p> <p><u>Development of PSHE Jigsaw curriculum</u> through CPD training opportunities for all staff.</p>	<p><u>EEF: Metacognition and Self-Regulation (+7 months)</u></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition is the process of learning to learn.</p>	<p>1, 2, 4</p>
<p><u>Appointment of a new teacher</u> to work vulnerable pupils across the school to close the gaps in attainment and accelerate progress.</p>	<p><u>EEF: Small Group Tuition (+4 months)</u></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><u>Case Study: Employment of HLTA through Catch up Funding 2020-2021</u></p> <p>Employing a full time HLTA to run interventions to support vulnerable pupils across the school has been highly effective in raising attainment and progress throughout the school. The HLTA delivered both intensive phonic interventions and the NELI language interventions to support pupils. Please see progress rate in case studies below.</p>	<p>1, 2</p>

<p><u>The development of new specialist rooms</u> to aid the teaching of the curriculum and to provide enriched experiences for pupils when learning new skills.</p> <p>e.g. The woodwork area, The music room, ICT suite and a science lab.</p>	<p><u>EEF: Aspirations Interventions</u></p> <p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	5

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

Approximate budgeted cost: £ 27,908 (+£6,000 recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Increased teaching assistant working hours</u> to support vulnerable pupils (PP, EAL and SEND) who are working towards or below age related expectations in Reading identified for <u>Switch On Reading intervention</u> led by a focused teaching assistant.</p> <p>15 pupils identified per term for 12 week intervention. 45 pupils supported per academic year. 15% of school population targeted.</p>	<p><u>EEF: Reading Comprehension Strategies (+6 months)</u></p> <p>‘Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Shorter interventions of up to 10 weeks tend to be more successful.’</p> <p><u>Case Study: Implementation of Switch On Reading Intervention through Catch-Up Funding 2020-2021</u></p> <p>Switched on Reading intervention has been highly valuable across the school. 36 children have been targeted across the school. In a 12 week intervention across the three terms all children made accelerated progress. In the Autumn term the mean progress score was +16</p>	1, 2, 4

	<p>months, in Spring +9 months (lockdown) and during Summer +11 months.</p>	
<p>Identified pupils who are pupil premium and working towards expected standards in Maths and Reading to be <u>targeted for intensive intervention to close attainment gaps led by a Higher Level Teaching Assistant</u> across the school.</p> <p>KS1 vulnerable pupils who are working towards the expected standard to be identified for <u>intensive phonic intervention</u> to raise attainment in phonics skills</p> <p><u>Employment of a part time teaching assistant</u> to work alongside vulnerable children across the school during core learning time to support core learning skills, close the gap in attainment and accelerate progress.</p> <p>Introduction of the colourful semantics writing intervention to support disadvantaged pupils with sentence</p>	<p><u>EEF: Small Group Tuition (+4 months)</u> 'Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.'</p> <p><u>EEF: Phonics (+5 months)</u> Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p><u>Case Study: Employment of a Higher Level Teaching assistant to lead phonic interventions across the school through Catch-Up Funding 2020-2021</u> Sounds Write phonics interventions delivered by the HLTA ensured the Phonics screening predicted rate increased from 54% to an actual pass rate of 79%.</p>	<p>1, 2</p>

<p>structure and grammar difficulties. Purchasing of Communication In Print resources to equip teachers with good quality resources to support these pupils.</p> <p>Research and implement a mathematics intervention to close the gaps for disadvantaged pupils and enhance their key skills in mathematics.</p>		
<p>EYFS and KS1 vulnerable pupils with poor language skills to be identified and supported through the <u>Nuffield Early Language Intervention</u> to raise attainment in speech and language skills.</p> <p>Purchase of Oxford Language assessment credits to assess and prioritise EYFS pupils for NELI intervention.</p>	<p><u>EEF: Oral Language Interventions (+6 months)</u> ‘Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p><u>Case Study: Implementation of NELI Intervention through Catch-Up Funding 2020-2021</u> All 12 children who completed the NELI Language intervention standard score increased post the intervention. 8 of the 12 children made very good progress. The highest standard score progress was +32 and the lowest standard score progress was +10. The average standard progress score was +18. This progress has ensured children’s language has supported their reading and writing skills.</p>	<p>1, 2</p>
<p><u>Implement a wide extra-curricular club offer</u> to all pupils across the school to</p>	<p><u>EEF: Extended School Time (+3 months)</u> ‘To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure</p>	<p>4, 5</p>

<p>ensure extended school time for pupils to attend academic clubs as well as extra-curricular clubs.</p> <p>Target at least 85% of PP chn to ensure attending one cross curricular club a week for one long term.</p> <p>Resources purchased to enhance clubs to ensure pupils learn core skills in a fun and adventurous way.</p> <p>Implementation of homework club to support PP pupils and vulnerable families across the school.</p>	<p>engagement and attendance among those from disadvantaged backgrounds.</p> <p>It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.'</p> <p><u>Homework (+5 months)</u></p> <p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	
<p>Revised systems through <u>re-deployment of four Behaviour Support Assistant to Learning Support Assistants</u> to work across the school to support learning of SEND and vulnerable learners focusing on supporting and challenging academic abilities.</p> <p><u>Learning Support Assistants trained</u> in identified learning interventions to offer a consistent approach to support</p>	<p><u>EEF: Mentoring (+2 months)</u></p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p><u>Interventions include;</u> Switch On Reading, Precision Teaching, Fine motor skills, Drawing and Talking, Lego Therapy and Play buddies.</p>	<p>1, 2, 3, 4</p>

vulnerable pupils across the school.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Approximate budgeted cost: £ 27,908 (+£6,00 recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Family Support Lead</u> appointed fulltime and established in role to support vulnerable pupils and families across the school</p> <p>Parent workshop offer and engagement to ensure all vulnerable families are supported</p> <p><u>Breakfast club</u> register to increase by 25% to support pupils attendance and punctuality (20 vulnerable pupils in attendance)</p>	<p><u>EEF: Parental engagement (+4 months)</u></p> <p>‘Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.’</p> <p><u>EEF: Extended School Time (+3 months)</u></p> <p>‘To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds.’</p>	1, 3, 6
<p><u>New employment of Wellbeing practitioner</u> part time to support all pupils across the school with wellbeing sessions.</p> <p><u>Worry monsters</u> resource to be</p>	<p><u>EEF: Social and Emotional learning (+4 months)</u></p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p>	3, 5, 6

<p>implemented across the school to support pupils wellbeing.</p> <p><u>Worry boxes</u> to be implemented consistently across the school. Worry boxes to be monitored by wellbeing practitioner and DSL.</p>		
<p><u>Two part time attendance officers</u> appointed to analyse attendance data, manage persistent non attenders with formal letters and attendance meetings</p>	<p><u>EEF: Parental engagement (+4 months)</u></p> <p>'Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.'</p>	<p>5, 6</p>
<p><u>Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse'</u> with discounted funding for parents for educational trips, residential and music tuition.</p>	<p><u>EEF: Extended School Time (+3 months)</u></p> <p>'To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds.</p> <p><u>EEF: Outdoor adventure learning</u></p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p>	<p>4, 5</p>
<p>Develop aspirations for all</p>	<p><u>EEF: Aspirations Interventions</u></p>	<p>4, 5</p>

<p>disadvantaged pupils to raise life ambitions and future carers for pupils.</p> <p>Provide visits to the Northampton University to develop ambitions for our young learners.</p> <p><u>Ensure high quality professionals and visitors</u> are planned throughout the academic year to enhance curriculum teaching and to inspire our young learners.</p>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	
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Total budgeted cost: £124,393

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.

2020-2021 proved a tricky year for us at Hunsbury Park due to the children recovering from the first initial lockdown due to the Coronavirus pandemic and a further lockdown during the Spring Term. However, despite this our greatest achievement within 2020-2021 was our **attendance** figures.

One of the most successful initiatives to support attendance was the introduction of 'breakfast club', this activity is a targeted intervention for specific pupils who are able to access school support from 8am in the morning – the purpose of this fundamentally is to address any attendance concerns but also acts as mechanisms to support PP families. In September 2020-2021 we employed a full time **family support worker (FSW)** who is non class based to support our vulnerable families and the welfare/safeguarding of all our children. When attendance continued to become persistent, a further line of support was provided by the school FSW; the FSW completed home visits, holds 1:1 meetings and signposts to external professionals where required. Should attendance continue to be a barrier to learning, this is challenged directly by the Headteacher through a formal meeting, where clear next step actions and targeting setting are implemented. As a comparative figure, PP attendance was 93.6% in 2020-2021, compared to non-PP 97.2%; although non-PP are outperforming PP pupils, 93.6% is currently above the national average of 78% (+5.6%).

Given the vulnerabilities of the climate last academic year, **family engagement** of PP pupils was critical. The development of meaningful school / home links has enabled the school to support PP pupils to access education both in school and remotely. This objective has significantly evolved during the year as many of our PP families found themselves with high levels of need during the lockdown period; the FSW was able to address a broad range of concerns i.e. food parcels, that then enabled parents / carers to support educational learning. When possible, we delivered in person and virtual **parental workshops**; we have developed a strong professional working relationship

with 'Target Autism' who have also supported specific PP families / pupils. Wider workshops have included 'emotional regulation' and 'food / sleep solutions.' Attendance at these workshops has increased over the year from 8 parents attending in the Autumn term to 25 parents attending during the summer term workshop, which can be directly linked to the relationships achieved through FSW support. We hope in a better climate we will be able to increase attendance at parent workshops to support more families.

Through research indicating the impact of COVID-19 on disadvantaged pupils it became even more critical to support the attainment gaps in periods of 'loss learning'. Increased staffing support within the school day and through **extra-curricular** has provided PP pupils with higher levels of support, by providing this level of support 'gaps' in learning have been addressed on an ongoing basis; decreasing barriers that have become increasingly evident due to the impact of COVID-19. Lesson observations throughout last year focussed on the correlation between **high quality CPD** and how this was implemented within the classroom to support quality first teaching. To support EYFS a low baseline of SLCN during 2020 we became an early adopter school for **NELI**. This targeted a number of PP in EYFS to ensure accelerated progress in their language skills. This was successful for a small group of children making an average of +18 points against their progress score resulted in accelerated progress within 16 weeks. Small group support was utilised in line with the 'catch up' support to provide extracurricular 'booster' groups across all year groups. **Targeted interventions** such as phonics (results now in line with national figures) and 'Switched On Reading' have provided significant evidence of the impact of these interventions.

Despite the intensive approach adopted by school staff, the interruptions in education have resulted in a dip in outcome scores, although these can be attributed to the impact of COVID-19, as a school, we have continued to strive for high aspirations through both our in school and remote learning offer – all PP pupils that required 'devices' during both the national lockdown and bubble closures had full access to enable / support them to access learning. Extra-curricular provision will continue to be a significant feature in our next year's action plan as we continue to address gaps in learning.

When reviewing comparative data across core subjects in 2020-2021; in KS1 on average non-PP outperformed PP by 3.4% across the 3 core subject areas. This increased to 16.6% across the 3 core subjects in KS2 or combined score difference of

13%. This displays a significant attainment gap between PP and Non-PP and further work this academic year 2021-2022 will need to be actioned to reduce this.

Alongside academic intervention, a strong focus has been on **pupil wellbeing**. Through targeted learning opportunities within our core curriculum offer or via our recovery curriculum we have been able to apply a consistency in approach that has enabled PP pupils to access learning support through stimulating and engaging activities such as Forest School. Nurture based activities have been delivered across the school to provide an environment in which pupils feel safe and supported, whilst reducing the number of behaviour incidents. This provision and support provided within this objective has resulted in above national attendance for PP pupils, a reduction in behaviour incidents and continued engagement in academic learning (as evidenced through school monitoring), without this level of intervention a greater difference between PP and non-PP would have been evident.

The successful case studies and impact from Pupil Premium funding alongside the Catch Up Premium will be used as research evidence to continue to support PP pupils during the next academic year of 2021-2022.

Externally provided programmes

Programme	Provider
Supporting Talk for Writing in the Early Years Talk for Writing – Grammar and Vocabulary	Talk for Writing
Talk for Reading KS1 Talk for Reading KS2	Talk for Reading
Sounds Write Phonics Training	Sounds Write
Food and Sleep parent workshop Supporting emotional regulation parent workshop	Target Autism
PECS Social Thinking Supporting English and Mathematics Skills for ASD	Target Autism

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We ensured our service pupils were provided with allocated spaces on our extra-curricular clubs free of charge. We ensured pupils had access to at least two clubs per term one academic and one curricular.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Extra-curricular clubs enhanced pupils relationships and communications with peers, developed strong friendships and relationships both inside and outside of school.