



School overview

School Name	Bramcote Hills Primary School
Pupils in school	415 Pupils
Proportion of disadvantaged pupils	29 pupils – 7%
Pupil premium allocation this academic year	£49,350
Academic year or years covered by statement	1 Academic Year
Publish date	September 2021
Review date	September 2022
Statement authorised by	Mr Pete Taylor (Headteacher)
Pupil Premium Lead	Miss Kerry Gibson (Deputy Headteacher)
Governor Lead	Mr Ty Yousaf

Pupil Premium Register 2021-2022	
Total number of Pupil premium pupils	29 pupils
Free School Meals	22 Pupils
Post Looked After Care	5 Pupils
Ever 6	1 Pupil
Service children	1 Pupil

FSM = Free School Meal (FSM) is a statutory benefit available to school aged children from families who receive other qualifying benefits and who have been through the relevant registration process.

FSM6 = Ever 6 FSM. Schools receive Pupil Premium funding to support the learning of pupils who are entitled to Free School Meals (FSM). This funding continues for a further 6 years, even if the child is no longer entitled to receive free school meals.

Disadvantaged pupil progress scores for last academic year

Due to Covid-19, SATs tests planned for May 2020 and May 2021, were not undertaken. Therefore, the data shown below is the most recent pupil progress measure from national data (July 2019)

Measure	Outcome
Reading	- 0.6
Writing	2.1
Maths	- 3.3

Disadvantaged pupil performance overview for last academic year

Measure	Meeting expected standard at KS2	Achieving high standard at KS2
Reading	66%	11%
Writing	55%	0
Maths	33%	0
RWM Combined	33%	0
<i>*Figures based on 9 PP pupils. Each pupil is worth 11%*</i>		

Strategy aims for disadvantaged pupils

How does socio-economic disadvantage impact on pupil learning?	<p>Some children eligible for the pupil premium struggle with emotional issues and dealing with their feelings which in turn impacts on their ability to work successfully.</p> <p>Other factors include</p> <ul style="list-style-type: none"> ➤ Family tension ➤ Low starting points ➤ Low self-esteem ➤ Low aspiration ➤ Poor access to life experiences ➤ Poor vocabulary and knowledge of the world ➤ Parental anxiety 				
The following strategies have been devised to offset the barriers to learning, described above					
Priority Measures	Meeting the expected standard at the end of KS2 (2022)			Achieving Greater Depth Standard at the end of KS2 (2022)	
All PP children to achieve SIP based targets in reading and maths (informed by FFT top 20% of schools) (Measured by attainment data)	All Pupils	Reading 90% Writing 85% Maths 90% RWM 80%		Reading 35% Writing 25% Maths 35% RWM 25%	
	PP Pupils	Reading 80% Writing 70% Maths 90% RWM 60%		Reading 30% Writing 30% Maths 30% RWM 30%	
Priority 1 Brighter Futures Through Sport Development & Mentoring Programme	<p>Brighter Futures Through Sport (BFTS) are a charity, who aim to use sport to inspire, raise self-esteem and give confidence to every child they work with.</p> <ul style="list-style-type: none"> • Continue to deliver a mentoring programme for girls and boys from ages 6-16, with the aim of improving confidence, supporting school work and raising self-esteem. • Provide support and activities that develop the skills, confidence and capabilities of each child. • The sessions run for 30 minutes and pupils who attend the sessions will do so individually or as a group of 3. • Coaching and mentoring for 22 pupils over a day Autumn Term £125 @ 14 days = £1750 Spring Term £125 @ 11 days = £1375 Summer Term £125 @ 13 days = £1625 Total = £4750 				
Priority 2 Home Liaison Support Worker	<p>Home Liaison Support Worker – Part time</p> <p>Pastoral team proactively monitor the response to parents' evening's invitations and other key events, working with administration staff to maximise engagement.</p> <ul style="list-style-type: none"> • To work with pupils in receipt of PP. to support their reading • To ensure targeted pupils make at least expected progress in reading. • To make home visits to families and arrange to meet with them in school. • To address other issues that present difficulties for families that may affect children's success in school. • To support a family's full integration into school life. <p>Sessions run on Tuesday & Thursday = £9824</p>				
Priority 3 Plant-a-seed (PAS)	<ul style="list-style-type: none"> • To continue to provide bespoke family support in order to improve attendance and wellbeing of targeted children (through association with Plant a Seed and multi-systemic therapy). • To continue to develop a relationship with PAS to improve the attendance and family support/therapy available to a range of families in crisis. <p>£8000</p>				
Projected spending	£22,574				

Teaching priorities for current academic year

Aim	Priority Focus	Target	Target Date
Progress in Reading	<ul style="list-style-type: none"> ➤ Focus on the attainment and rates of progress in all areas of the new to Y2 pupils ➤ New to Yr 6 pupils GDS reading scores are reasonable and reflective of the disruptive year ➤ Although cohort size makes genuine analysis insignificant, there is a disproportionate correlation between SEND and PP and the gap has not become wider, the small number of PP must continue to be focussed on so that their reading could be at least as good as that of their peers 	<ul style="list-style-type: none"> ➤ 100% of pupils targeted to have made good progress since summer 21 in reading ➤ 75% of pupils to have made accelerated progress since summer 21 in reading 	<p>February 2022 (Analysis Data)</p> <p>Summer 2022</p>
Progress in Writing	<ul style="list-style-type: none"> ➤ Standards in writing in all year groups except for new to Y3 have been impacted by Covid lockdown, with a noticeable challenge at GDS in all year groups ➤ Improvements to be made with progress in Writing for the new to Yrs 2, 5 & 6 especially at GDS ➤ Progress of PP children in writing is mixed and attainment gap has increased in some year groups. ➤ Quality first teaching in writing, especially promoting writing at GDS (should we go into another lockdown we will need to revise how we feedback to children and edit their work so that standards are maintained) ➤ Continue to focus on PP children in all areas and especially writing because this is where their progress has been limited 	<ul style="list-style-type: none"> ➤ 100% of pupils targeted to have made good progress since summer 21 in writing ➤ 75% of pupils to have made accelerated progress since summer 21 in writing 	<p>February 2022 (Analysis Data)</p> <p>Summer 2022</p>
Progress in Mathematics	<ul style="list-style-type: none"> ➤ Maths scores in new to Yr 2 pupils are an area for improvement for this cohort ➤ Maths GDS scores for new to yr 5 and 6 are an area for improvement. ➤ Rates of progress in maths are an area for development in the new to Yrs 2 & 6 and this is an issue at GDS in particular ➤ PP progress in maths needs to improve in Yr 6 ➤ Although cohort size makes genuine analysis insignificant, there is a disproportionate correlation between SEND and PP and the gap has now become wider in some year groups but has become marginally wider in others, the small number of PP must continue to be focussed on so that their maths could be at least as good as that of their peers ➤ The impact of 'Catch up' intervention in maths in new to Yr 6 is mixed and the school are looking into alternative methods and 1:1 tuition to support pupils. 	<ul style="list-style-type: none"> ➤ 100% of pupils targeted to have made good progress since summer 21 in maths ➤ 75% of pupils to have made accelerated progress since summer 21 in maths 	<p>February 2022 (Analysis Data)</p> <p>Summer 2022</p>
Phonics	<ul style="list-style-type: none"> ➤ Yr 2 Reading scores at ARE and GDS and phonic skills are an area for development ➤ Focus support on disadvantaged pupils reaching the expected standard in Phonics check at end of Year 1 	<ul style="list-style-type: none"> ➤ Y1 = 90% ➤ Y2 cumulative Autumn 21 = 80% Summer 22 = 93% 	<p>Summer 22</p>
Other	<ul style="list-style-type: none"> ➤ Continue with NELI intervention for targeted children new to Y2, Y1 and then foundation 	<ul style="list-style-type: none"> ➤ Progress in this area may not result in numerical changes in data ➤ Professional opinions of key staff involved to be positive about rates of progress – being able to give evidence of small steps 	

Targeted academic support for current academic year

<p>How does socio-economic disadvantage impact on pupil learning?</p>	<p>Some children have limited Maths and English skills (poor phonic knowledge, poor sight vocabulary, limited vocabulary, poor word-retrieval, difficulty with inference and making comparisons with other texts). Their attainment is behind that of their peers.</p> <p>Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition).</p>
<p>The following strategies have been devised to offset the barriers to learning, described above</p>	
<p>Measure</p>	<p>Activity</p>
<p>Priority 1 To formulate individual year group targets for each year group based on specific issues and prior attainment</p>	<p>Internal data is used to set targets and a copy of this information is held by school.</p>
<p>Priority 2 To use the Catch-Up Premium to support those children who have fallen behind or have exhibited a decline in their thirst for learning or learning behaviours. (Catch-Up Premium funding)</p>	<p>a) Continue with NELI intervention for targeted children in yr 2, 1 and then, later, F2.</p> <p>b) To review the positive summer reading data and provide targeted interventions for small number of pupils (prioritise PP) who still need to 'catch up'</p> <p>c) Identify and target with interventions those children who have 'fallen behind' in maths. To include children who should be at GDS. Consider different forms of intervention including tutoring programme</p> <p>d) Identify and target with focussed interventions those children who have fallen behind in writing, including those with potential for GDS (prioritise PP)</p> <p>e) Reignite children's thirst for learning and improve their learning behaviours by focussing on metacognitive skills, whole school praise at the start of assembly, implantation of SPARK, focus on positive learning routines and behaviours, 'talking' the love of reading and learning, focus on the purpose of learning and aspirations for the future.</p> <p>Research – Impact Ed covid report & bps.org return to school. Covid Catch-up: The Catch-up conundrum The 3R's Restoration into school life Securing Relationships – matter. They are the driver and fundamental to all pupils but especially for our disadvantaged pupils. Responding to pupil needs</p>
<p>Priority 3 To ensure that the attainment of disadvantaged pupils is at least good and their rates of progress are at least good and in some areas accelerated (SEF Context 4, Qual of Ed 11, Lead & Man)</p>	<p>a) Fully implement the teaching and learning policy and curriculum plan as detailed below:</p> <ul style="list-style-type: none"> • Establish a 'So what' culture (So what are we going to do about it?) • Establish a 'no excuse' culture • Stimulate children's pride in their learning and develop ways for them to challenge themselves • Develop metacognition approaches • Target 5 PP children per term for monthly learning reviews with PP lead, following a 'script. Involve class teacher • Teacher led pre/post teach • Interventions to be part of quality first teaching rather than TA withdrawal • Fortnightly attendance meetings to be held with a focus on PP children <p>b) Monthly work scrutiny of sampled PP to be carried out by department leads (include children when appropriate)</p> <ul style="list-style-type: none"> • Raise aspiration • Evidence of pupil progress • Evidence of agreed expectations being adhered to in every class • Evidence of new strategies being suggested and used when progress does not happen • Evidence of healthy challenge and support by departmental leads • Evidence of receptive response and action from all staff

	<p>c) Carry out termly review of which are the most effective strategies for promoting progress of disadvantaged children</p> <ul style="list-style-type: none"> • Reviews held and submitted to governors <p>Evidence of targeting the most effective strategies</p>
Projected spending	<p>£14,000 (TA salaries to support the above)</p>

Wider strategies for current academic year

<p>How does soci-economic disadvantage impact on pupils learning?</p>	<ul style="list-style-type: none"> ➤ Inconsistency in expectations and/or a lack of high expectations, which are of fundamental importance to addressing disadvantaged. ➤ Curriculum equity – more limited experiences outside of school can be impacted further by PP pupils being heavily involved in interventions and therefore missing out on the opportunity to address these gaps by being excluded from accessing curriculum equity e.g. foundation subject lessons missed. ➤ A lack of a sense of belonging for PP pupils ➤ Limited or little thirst for learning or learning behaviours which are negative ➤ Covid has had an impact on PP pupils. Challenges are not because of lack of ICT. The greatest impact being a lack of structure, routine, space, quiet place to work, limited access to a class teacher, to subject knowledge, feedback or relationships. There is strong evidence to support that school matters for all children, particularly for disadvantaged pupils.
<p>The following strategies have been devised to offset the barriers to learning, described above</p>	
Measure	Activity
<p>Priority 1 Attendance of the PP pupils will be at least in line with their peers.</p>	<ul style="list-style-type: none"> • Weekly attendance tracking of pupils eligible for PP. • Analysed weekly and in more detail monthly • Absence followed up from the first morning of absence. Traffic Light letters sent when attendance concerns are raised. • Face-to-face meetings with parents/carers by Attendance Officer. • Referral for more serious cases. Introduction of fining for holidays during term time
<p>Priority 2 To further enhance the provision for supporting children's emotional well-being (SEF Pers Dev 7)</p>	<ul style="list-style-type: none"> • Build on and maintain the success of our provision for identified children • Provide cpd for area leaders and access support from outside agencies to identify good practice • Provide a bank of planned activities that can support children's well-being that help to prevent difficulties for children • Work with senior leaders so that we can provide more instant access for children who might need emotional support – appoint and train member of staff. ELSA (Potential cost of ELSA training from CPD budget)
<p>Priority 3 There are no barriers to children attending enrichment and extra – curricular activities.</p>	<ul style="list-style-type: none"> • All PP children to be involved in at least 2 extra-curricular activities and attend all trips and residential.
<p>Projected spending</p>	<p>£2000</p>

Monitoring and Implementation

Measure	Challenge	Mitigating Action
Teaching	<ul style="list-style-type: none"> ➤ Inconsistency in expectations and/or a lack of high expectations, which are of fundamental importance to addressing disadvantaged. ➤ Limited or little thirst for learning or learning behaviours which are negative 	<p>Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.</p> <p>Our priority at BHPS is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. Regular, high quality CPD is central to this.</p> <ul style="list-style-type: none"> • Continuous Professional Development: Regular individual and group coaching/mentoring sessions to support teachers/TAs, with a particular emphasis on maths, English and curriculum development. • Professional Development for staff by attending targeted training courses, staff meetings and INSET. • Fully implement the teaching and learning policy and curriculum plan • Monthly work scrutiny of sampled PP to be carried out by department leads (include children when appropriate) • Carry out termly review of which are the most effective strategies for promoting progress of disadvantaged children
Targeted support	<ul style="list-style-type: none"> ➤ Some children have limited Maths and English skills (poor phonic knowledge, poor sight vocabulary, limited vocabulary, poor word-retrieval, difficulty with inference and making comparisons with other texts). Their attainment is behind that of their peers. ➤ Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition). 	<p>At BHPS we consider carefully how staff are deployed to provide specific targeted support either in a one to one or small group situation.</p> <ul style="list-style-type: none"> • Structured interventions: including maths, English and oral skills. • Small group support: including targeted English and maths teaching for pupils who are below age-related expectations. • Home liaison worker • Brighter Futures Through Sport: Development and mentoring programme • Plant-a-seed: Bespoke family support in order to improve attendance and wellbeing of targeted children
Wider strategies	<ul style="list-style-type: none"> ➤ Covid has had an impact on PP pupils. Challenges are not because of lack of ICT. The greatest impact being a lack of structure, routine, space, quiet place to work, limited access to a class teacher, to subject knowledge, feedback or relationships. There is strong evidence to support that school matters for all children, particularly for disadvantaged pupils. ➤ Curriculum equity – more limited experiences outside of school can be impacted further by PP pupils being heavily involved in interventions and therefore missing out on the opportunity to address these gaps by being excluded from accessing curriculum equity e.g. foundation subject lessons missed. 	<p>At BHPS we aim to focus on the most significant non-academic barriers to success in school, including attendance, ensuring a sense of belonging and a thirst for learning.</p> <ul style="list-style-type: none"> • Attendance of PP pupils is tracked weekly and analysed monthly • Covid Catch Premium is used to target pupils falling behind, with PP prioritised • Provide provision for supporting children's emotional wellbeing • All PP children are involved in at least 2 extra-curricular activities and attend all trips and residential

Review: last year's aims and outcomes

Strategy Review Academic Year 2020 – 2021

Pupil Premium Interim Review: 22nd February 2021

Pupil Voice – Autumn Term 2020 – Pupil Premium Pupil Wellbeing Survey Results

All 36 pupils eligible for pupil premium were surveyed, through the online form. 1 pupil, who has an EHCP completed the survey with his TA. Below is a summary of the results. There was also an opportunity for pupils to express: what they like most about school, what they like least about school, how we can make them feel safe in school and what they would like to change about school. In the table below each pupil is representative of 2%

		Yes	No	Don't Know
1	I enjoy school	84%	6%	10%
2	I am happy to be back in school now that school has reopened	82%	10%	8%
3	I feel safe in school	72%	10%	18%
4	I know what to do if I feel unhappy or unsafe	78%	6%	14%
5	If you had a question, would you be worried about asking a teacher?	16%	70%	14%
6	If you had a problem, would you be worried about telling a teacher?	22%	78%	0
7	There are people in school who I can talk to if I am worried about something	86%	6%	6%
8	Teachers help me to do my best	94%	0	6%
9	My teachers give me challenging work	60%	10%	28%
10	Teachers make sure that I understand things	89%	0	11%
11	Teachers listen to me in lessons	82%	16%	2%
12	I learn a lot in lessons	86%	2%	12%
13	I am expected to work hard	84%	16%	0

Pupil Premium Interim Review: 22nd February 2021						
Attendance	BHPS Monthly Attendance report 2020-2021 (September to December)					
	Overall school attendance = 98.06% (which is an improvement on previous figures)					
	Group	Percentage Attendance	Authorised Absence	Unauthorised Absence	Late Before	Late After
	FSM (28)	93.58%	3.92%	2.49%	0.57%	1.68%
	PP (36)	94.48%	3.13%	2.2%	0.44%	1.33%
	LAC/PLAC (6)	99.5%	0.25%	0	0	0
	<ul style="list-style-type: none"> • PP – Slight increase in attendance percentage but increase in authorised absences and lates • LAC/PLAC – No new concerns • 1 pupil's extended absence in exceptional circumstances has impacted on the FSM & PP attendance data 					
Engagement of Remote Learning during Lockdown	We have developed a monitoring and recording system for all pupils. Particular attention is paid to our pupils who are identified as pupil premium, SEND and EAL. The provision tracking identifies the level of pupil engagement on Teams registration, uploading of work on Tapestry or Seesaw and whether pupils are attending the school provision. Staff should be praised for their diligence in keeping these records up to date and for then following up via telephone calls and email, where pupils are not fully engaging. We have a small group of pupils we are making regularly contact with, due to a lack of engagement. This has resulted in visits made to the home, work packs prepared for collection and in some cases delivered by staff. Our home liaison worker is supporting pupils in school, but also making contact with the families we are most concerned about. She has been pivotal in checking in on the children and their families and supporting them by delivery of work packs and in some cases, delivery of food parcels too. In school support from Mrs Magner and Jack (Brighter Futures through sport) is targeted at the pupil premium pupils and offers additional support for their mental health and well-being too.					
Case Studies –	Examples of cases where we have seen limited engagement from the pupils and the actions undertaken. This is a confidential item. A document containing individual pupil case studies has been completed.					
Attendance in school during Lockdown	There are currently a total of 19/37 (51%) pupils, who are eligible for pupil premium, attending school during this period of lockdown. Some of these pupils are attending as they are vulnerable (6 pupils = 16%). However, the majority are attending as their parents are categorized as critical workers or because they are post LAC.					
Deployment of IT	Currently there are 7 devices issued to families eligible to pupil premium. These have been allocated as a result of conversations with families, the results of a parent survey and through individual requests. In some cases, families have declined the offer of a laptop.					

Pupil Premium Interim Review: July 2021

Pupil Premium Interim Review: July 2021						
Priority Measure	Outcomes – Summer 2021					
		Meeting the expected standard at the end of KS2 (2021)		Achieving Greater Depth Standard at the end of KS2 (2021)		
1. All PP children to achieve SIP based targets in reading and maths (informed by FFT top 20% of schools) (Measured by attainment data)	All Pupils	Reading	52/58 = 90%	Reading	36/58 = 62%	
		Writing	49/58 = 85%	Writing	11/58 = 19%	
		Maths	45/58 = 78%	Maths	12/58 = 21%	
		RWM	37/58 = 64%	RWM	6/58 = 10%	
	PP Pupils	Reading	6/9 = 67%	Reading	1/9 = 11%	
		Writing	5/9 = 56%	Writing	0/9 = 0%	
		Maths	2/9 = 22%	Maths	0/9 = 0%	
		RWM	2/9 = 22%	RWM	0/9 = 0%	
<p>Review of outcomes</p> <p>Strengths and areas to be shared as good practice</p> <p>Reading</p> <ul style="list-style-type: none"> ➤ Standards in Reading have largely remained high across the school, especially at the end of each key stage. This is very positive and reflects where we have placed emphasis throughout lockdown, when children have returned to school through individual reading, promoting a love of reading, (D)ERIC and through catch up programmes. ➤ Standards in reading at the end of KS2 met targets for ARE and surpassed the last SATs achievement in 2019 ➤ GDS scores at the end of KS2 have been exceptional in KS2 (reflecting prioritisation) ➤ Progress of PP children in Reading has generally been good, reflecting prioritisation ➤ Impact of 'catch up' interventions in Reading have generally been very positive with good amounts of accelerated progress <p>Areas for Development</p> <p>Maths</p> <ul style="list-style-type: none"> ➤ Maths GDS scores for yr 6 are an area for improvement. Teaching GDS material remotely proved harder ➤ Rates of progress in maths are an area for development this is an issue at GDS in particular ➤ PP progress in maths needs to improve ➤ Although cohort size makes genuine analysis insignificant, there is a disproportionate correlation between SEND and PP and the gap has not become wider become wider in some year groups but has become marginally wider in others, the small number of PP must continue to be focussed on so that their maths could be at least as good as that of their peers ➤ The impact of 'Catch up' intervention in maths is mixed and the school may need to consider alternative methods e.g. individual tutoring. <p>Writing</p> <ul style="list-style-type: none"> ➤ Standards in writing are not as high as we are used to, with a noticeable challenge at GDS ➤ Writing progress needs to improve especially at GDS ➤ Progress of PP children in writing is mixed and attainment gap has got wider in some year groups. 						
Attendance of the PP pupils will be at least in line with their peers.	BHPS Monthly Attendance report 2020-2021 (September to July)					
	Group	Percentage Attendance	Authorised Absence	Unauthorised Absence	Late Before	Late After
	Whole School	97.79%	1.68%	0.52%	0.18%	0.19%
	FSM (28)	93.51%	3.84%	2.97%	0.83%	1.68%
	PP (36)	94.61%	3.21%	1.95%	0.65%	1.43%
	LAC/PLAC (6)	99.18%	0.82%	0	0	0
<ul style="list-style-type: none"> • PP – Continues to show a slight increase in attendance percentage and a reduction in the number of authorised and unauthorised absences and lates. • LAC/PLAC – No new concerns • 1 pupil's extended absence in exceptional circumstances has continued to impact on the FSM & PP attendance data 						
<p>Weekly attendance tracking and analysis was undertaken of pupils eligible for PP. A more detailed monthly analysis was also carried out. Any absence was followed up from the first morning. Traffic Light letters sent when attendance concerns were raised, which has been effective in highlighting concerns about attendance earlier with parents. Face-to-face meetings with parents/carers by Attendance Officer and Headteacher. Referral have been made for more serious cases. There has also been an introduction of fining for holidays during term time.</p>						

Teaching priorities for current academic year – Review	
To develop a school wide strategy for blended learning that secures a continuation of intended learning, in the event of COVID-19 related disruption for onsite learning for an individual, group or all children in the school	<p>The blended learning plan was developed in collaboration with staff. This was discussed at a whole staff level, shared with parents and governors and was available on the school website. As a result of the lockdown period from 5th January 2021 – 5th March 2021, the majority of pupils undertook their learning through remote provision. There were more children attending school, therefore each year group team alternated (where possible) between providing the remote provision and teaching in school. The blended learning strategy was facilitated by the appropriate infrastructure including relevant hardware, software and safety procedures. Staff knowledge and understanding of the school’s approach to blended learning was effective in providing a seamless transition between home and school-based learning. The majority of our families: parents, carers and pupils engaged with the school’s blended approach. This approach could be implemented on four levels, depending on the situation and has been utilised for individuals isolating, whole year group bubbles isolating and as part of the 3rd lockdown period in January 2021. The approach was well received by the majority of the school community and staff worked hard to support families and their individual needs. The Blended learning plan was adapted following a parent and staff survey, to incorporate ‘well-being Wednesday’.</p> <p>A total of 19/37 (51%) pupils, who are eligible for pupil premium, attended school during this period of lockdown. Some of these pupils were attending as they are vulnerable (6 pupils = 16%). However, the majority were attending as their parents are categorised as critical workers or because they are post LAC.</p>
To devise and implement a Post Covid19 Recovery Curriculum	<p>Following the return to school in September and subsequent lockdown periods, a 20 minute daily physical activity was introduced, to encourage physical activity and support the mental health and well-being of pupils. A Reading recovery plan detailed in curriculum recovery document outlined the emphasise on reading and the approach to engage pupils in the love of reading. Particularly for those PP pupils, whose engagement during lockdown was not the most effective. In addition, staff led twice weekly PSHE sessions which focused on lockdown experiences and children’s emotions about returning to school. Each class had a display focussing on the children’s experiences of lockdown.</p> <p>A list of ‘fundamental fives’ was devised for each year group (These are the areas where we feel learning may have been lost as a result of the Covid-19 closure Assess the children in terms of these fundamental fives and analyse by attainment and prior attainment groups). Intervention was used to support the gaps in knowledge for these fundamental areas of lost learning.</p> <p>Baseline assessments were completed and analysed by attainment and prior attainment groups. Analysis was also undertaken data with respect to vulnerable groups. Data was then used to plan and implement catch up programmes for target groups and children. There was a delay in starting these catch-up interventions due to the impact of the 3rd lockdown period.</p>
To ensure that the attainment of disadvantaged pupils is at least good and their rates of progress are at least good and in some areas accelerated	<p>The teaching and learning policy and curriculum plan have been implemented. A refresher was held for staff during summer term of metacognition approaches, low stakes testing, knowledge organisers and graphic organisers. There continues to be the focus on a ‘<i>So what</i>’ culture (So what are we going to do about it?) and a ‘<i>no excuse</i>’ culture. Staff are encouraged to ensure strategies for intervention are provided at the point of learning. Whilst it has been difficult with the change in routine for the school day due to restrictions from COVID and bubbles, teachers have continued to lead pre/post teach. Interventions form part of quality first teaching rather than TA withdrawal. Fortnightly work scrutiny of sampled PP has been carried out by UPR staff in order to look at best practice in developing aspirations of our PP pupils and ensuring high expectations of learning and work undertaken.</p>
To fully implement the new Teaching and Learning Policy and Curriculum Statement	<p>Under difficult circumstances, staff have continued to work hard to implement the Teaching and learning policy. This has been revisited as part of CPD for staff. There continues to be an emphasis of developing an effective ‘Climate for Learning’. As a school, we continue to review our approach to developing metacognition and how we promote the 4 learning powers and the notion of ‘Purpose’ from our SPARK curriculum.</p> <p>As a school we have continued to explore and consider that ways we can ensure children retain crucial ‘sticky knowledge’ and the use of knowledge organisers to support this. Additionally, we have reviewed how we can make our curriculum stimulating and aspirational for ALL pupils and developed curriculum depth maps for all subjects.</p>
Strategy aims for disadvantaged pupils	
Brighter Futures Through Sport Development & Mentoring Programme	<p>Brighter Futures Through Sport (BFTS) have continued to work with the pupils throughout the year. During this time, Jack Caulton has worked effectively with 27/32 of our PP children. Through the mentoring programme he has worked individually, in pairs or in small groups to engage, inspire, raise self-esteem and give confidence to every child that he has worked with. Whilst it is difficult to measure the impact he has made on each individual child, there are notable improvements in all of the children he has worked with. For some it has been an improvement in attendance, gained confidence or an opportunity to discuss some of their concerns about Covid, relationships with family or friends, or concerns about finances and a lack of food in their home, whilst for others an increased self-awareness of the impact their actions have on others. Due to the nature of his work, it is difficult to quantify this impact, however with the children he supports it is perhaps more noticeable, the impact he has, as his absence is felt if he is not able to attend and deliver his sessions.</p>

Home Liaison Support Worker	<p>Our Home Liaison Support Worker, Mrs Wagner has continued to have a significant impact on the pupils and families she supports. Not only does she work with pupils in receipt of PP to support their reading, but she also proactively supports their parents, through regular communication and monitoring the response to parents' evening's invitations and other key events, working with the administration staff to maximise engagement. Throughout the year and during lockdown she has made home visits to families, delivering food parcels, work packs and generally checking on the welfare of pupils and their families. Throughout the year, she has worked with a total of 27 pupils, 26 of whom are in receipt of pupil premium funding. The progress made by these pupils has been measured comparing their entry data (Either standardised or SATs Scaled scores) to their end of year, summer term results.</p> <table border="1" data-bbox="352 416 1417 568"> <thead> <tr> <th>Progress</th> <th>Number of pupils</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>No comparable data</td> <td>5/27</td> <td>19%</td> </tr> <tr> <td>Below Expected Progress</td> <td>2/27</td> <td>7%</td> </tr> <tr> <td>Expected Progress</td> <td>16/27</td> <td>59%</td> </tr> <tr> <td>Accelerated Progress</td> <td>4/27</td> <td>15%</td> </tr> </tbody> </table>	Progress	Number of pupils	% of pupils	No comparable data	5/27	19%	Below Expected Progress	2/27	7%	Expected Progress	16/27	59%	Accelerated Progress	4/27	15%
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Plant-a-seed (PAS)	<p>During the academic year and particularly through lockdown, PAS (Plant-a-seed) have continued to provide a service of support for some of our PP pupils and their families. Throughout the year 9 families have been identified as potentially benefiting from the support of PAS.</p> <table border="1" data-bbox="352 748 1422 981"> <tbody> <tr> <td data-bbox="352 748 624 815">Initial Concern = 1</td> <td data-bbox="624 748 1422 815">1 family was raised as an initial concern. Staff worked identify the needs and ways in which PAS could support, however the family chose not to engage.</td> </tr> <tr> <td data-bbox="352 815 624 882">Closed Cases = 2</td> <td data-bbox="624 815 1422 882">1 family requested to withdraw PAS services 1 family reached sustainability and no longer required PAS support</td> </tr> <tr> <td data-bbox="352 882 624 981">Open cases = 6</td> <td data-bbox="624 882 1422 981">4 families are currently active cases, receiving ongoing support 2 families are currently not active cases, they need PAS support, but have requested not to have it currently. This continues to be monitored.</td> </tr> </tbody> </table>	Initial Concern = 1	1 family was raised as an initial concern. Staff worked identify the needs and ways in which PAS could support, however the family chose not to engage.	Closed Cases = 2	1 family requested to withdraw PAS services 1 family reached sustainability and no longer required PAS support	Open cases = 6	4 families are currently active cases, receiving ongoing support 2 families are currently not active cases, they need PAS support, but have requested not to have it currently. This continues to be monitored.									
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There are no barriers to children attending enrichment and extra – curricular activities.	Due to Covid-19 restrictions and due to an increase in bubble closures at the end of the academic year, it has not been possible to undertake residential visits this year. Whilst some enrichment opportunities have taken place and some educational visits, a number of these had to be postponed, rearranged, or cancelled altogether. During Summer Term (2), a small number of after school clubs have taken place, but these have been limited to specific year group bubbles. E.g. F2, Y1 & Y2 soccer stars, Y5 cricket, Y5 girls' football															