

# Thackley Primary School

## Pupil Premium Strategy Statement

### 2021-2024

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	2021-2022	2022-2023	2023-2024
Number of pupils in school	421 Rec – Year 6 53 Nursery	419 Rec –Year 6 50 Nursery	419 Rec-Y6 49 Nursery (10am/10pm/29FT)
Proportion (%) of pupil premium eligible pupils	14% - 60 Children	14% - 57 children	14% - 59 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024	2021/2022 2022/2023 2023/2024	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021	November 2022	December 2023
Date on which it will be reviewed	September 2022	Autumn 2023	Autumn 2024
Statement authorised by	A. Patterson	A. Patterson	A. Patterson
Pupil premium lead	P.Stanworth	P.Stanworth	P.Stanworth
Governor / Trustee lead	A. Malcolm	A. Malcolm	A. Malcolm

### Funding overview

Detail	Amount 2021-2022	Amount 2022-2023	Amount 2023-2024
Pupil premium funding allocation this academic year	£72,215	£79,105	£79,890
Recovery premium funding allocation this academic year	£7395	£7685	£3942
Pupil premium funding carried forward from previous years	£0	£0	£0
<b>Total budget for this academic year</b>	£79,610 (exc CLA) £81,956 (inc CLA)	£86,780	£83,832

# Part A: Pupil premium strategy plan

## Statement of intent

*The ultimate objectives for our disadvantaged pupils are to:*

- Provide support to our children and their families in order to minimise the disadvantage gap of pupils from low income families and support/raise attainment of these pupils
- Support the health and wellbeing of the children

*Our current pupil premium strategy plan work towards achieving these objectives by:*

- Raising educational aspiration for PP children
- Improving levels of progress for PP children to match non-PP children
- Providing quality pastoral care to PP children and their families
- Implementing interventions in all year groups to close the attainment gap between PP children and non PP children
- Offering a breakfast club for all PP children
- Allocating Learning Mentor support to improve attendance of PP children
- Providing financial support for families through uniform vouchers and FSM vouchers during extended school closures
- Providing weekly food parcels

*The key principles of our strategy plan are:*

- To address equality of opportunity where there are specific difficulties
- To provide strong academic support

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of our PP children is lower than that of none PP children
2	Many of our PP children fit into other vulnerable categories (21% / 24.5% / 27% of PP are on our SEN register)
3	Low levels of communication and language development resulting in limited vocabulary acquisition and social skills
4	Financial deprivation leading to limited life experiences and opportunities to join in enrichment activities
5	Disengagement in home reading from many of our PP families contributing to lower attainment in phonics and reading.
6	Impact of covid on Pupils and parents poor mental health, wellbeing, limit to experiences, anxiety, behaviour, attendance, home finances etc

## 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
Attendance of PP children to be in line with our none PP children and positively comparable to National attendance figures of 96%	All PP children to attend school regularly Regular contact with non-attenders Work with families on importance of attendance
Identify SEN and have plans in place to minimise impact of SEN on social, emotional and academic performance	IGAPs completed for SEN & PP children IGAPs reviewed and adjusted regularly
Children to make good or better progress in their communication and language development in comparison to the none PP children	Gap in EY closes in C&L between PP and Non PP PP children to achieve phonics standard in line with their peers in Year 1 and Year 2
PP to be able to access and enjoy the wide range of enrichment on offer at Thackley.	PP children to attend residentials PP children to access holiday clubs and activities PP children to access extra curricula activity at school PP children to partake in individual music lessons
PP children to make accelerated progress in reading	Number of PP children meeting age related expectations in reading will increase Number of PP children accessing home reading (recorded on bookworms in class) will increase Some PP children to gain '1 million words' on accelerated reader. PP children to achieve phonics standard in Y1 & Y2

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,848

Activity 2021-2022	Activity 2022-2023	Activity 2023-2024	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in year 6 (0.5 DHT) £27000	Extra teacher in year 6 (0.5 DHT) £27000	Extra teacher in year 6 (0.3 DHT) £25,709	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3 & 5
Mable Academy Access CPD £990	Mable Academy Access CPD £990	-	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3, 6
SENDCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCo release time) £8500	SENDCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCo/Deputy release time) £11,000	SENDCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCo/Deputy release time) £17,139	EEF (Page 5, section 4) implementation matters	5
SENDCO to deliver CPD to all staff: <ul style="list-style-type: none"> <li>Zones of regulation</li> <li>Selective mutism</li> <li>Eliminating anxiety in the classroom</li> </ul>	SENDCO to deliver further CPD as required to all staff on Zones of regulation and monitor effective implementation of this approach with children and staff.	As above	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	3, 5, 6
-	New Systematic Synthetic Phonics teaching programme (Twinkl) to be implemented throughout school £475		EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	3,5

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

Budgeted cost: £86,958.50

Activity 2021-2022	Activity 2022-2023	Activity 2023-2024	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Learning Mentor Time</b> LM to scrutinise attendance data in conjunction with the school business manager to identify pupils and families who need support to improve their child's attendance.</p>	<p><b>Learning Mentor Time</b> LM to implement first day calling procedures and identify pupils and families who need support to improve their child's attendance.</p>	<p><b>Learning Mentor Time</b> LM to implement first day calling procedures and identify pupils and families who need support to improve their child's attendance.</p>		1, 6
<p>LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc</p>	<p>LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc</p>	<p>LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc</p>	<p>EEF (Page 8, section 3) Wider strategies relate to the most significant non-academic barriers</p>	2, 3, 6
<p>Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support.</p>	<p>Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support.</p>	<p>Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support.</p>	<p>EEF – Toolkit – Attendance interventions</p>	2, 6
<p>LM to work with outside agencies such as Families First, School Nursing Team, EWEEP etc to provide support for any of our families in need.</p>	<p>LM to work with outside agencies such as Families First, School Nursing Team, EWEEP etc to provide support for any of our families in need.</p>	<p>LM to work with outside agencies such as Families First, School Nursing Team, EWEEP etc to provide support for any of our families in need.</p>	<p>EEF – Toolkit – behaviour interventions</p>	2, 6
<p>LM to report to Governors on attendance termly</p> <p>£28,563</p>	<p>£29,303</p>	<p>LM to work with LA Attendance Team to monitor children who are identified as Persistent Absence</p> <p>£33,043</p>		1
<p><b>Teaching Assistants/HLTA</b> TAs to provide support for pupils in the class, in particular PP children</p>	<p><b>Teaching Assistants/HLTA</b> TAs to provide support for pupils in the class, in particular PP children</p>	<p><b>Teaching Assistants/HLTA</b> TAs to provide support for pupils in the class, in particular PP children</p>	<p>EEF (page 8, section 2) guide to pupil premium – targeted academic support</p>	5

<p>who are vulnerable to falling behind in reading.</p> <p>TAs to deliver reading interventions as needed to ensure all pupils make good progress.</p>	<p>who are vulnerable to falling behind in reading.</p> <p>TAs to deliver reading interventions as needed to ensure all pupils make good progress.</p>	<p>who are vulnerable to falling behind in reading.</p> <p>TAs to deliver reading interventions as needed to ensure all pupils make good progress.</p> <p>TAs to support implementation of new 'Three Read Approach' to reading</p>	<p>EEF – make best use of teaching assistants</p> <p>EEF – teaching assistant interventions</p> <p>The Reading Framework. July 2021 (DFE)</p>	5
<p><b>Evolve Health Mentor</b></p> <p>Health Mentor employed to support vulnerable children in class who find it difficult to access learning</p> <p>£31,000</p>	<p><b>Evolve Health Mentor</b></p> <p>Health Mentor employed to support vulnerable children in class who find it difficult to access learning</p> <p>Health Mentor to also provide support at Breakfast Club</p> <p>Health Mentor to run an after school club focussed on brain health and positive mental health</p> <p>£33,000</p>	<p><b>Health &amp; Wellbeing Mentor</b></p> <p>Mentor employed to support vulnerable children in class who find it difficult to access learning</p> <p>Health Mentor to provide support at Breakfast Club and After School Club</p> <p>Health Mentor to offer alternative clubs for children who do not usually access clubs</p> <p>£26,017</p>		3, 6
<p><b>Shine Intervention Programme</b></p> <p>Used in conjunction with The MARK programme that identifies gaps in learning and specific learning needs for individual children in reading and maths.</p> <p>£704</p>	<p><b>Shine Intervention Programme</b></p> <p>Used in conjunction with The MARK programme that identifies gaps in learning and specific learning needs for individual children in reading and maths.</p> <p>£700</p>	<p>Shine</p> <p>(Reading only as changed assessment system in maths)</p> <p>£360</p>	<p>EEF (page 8, section 2) guide to pupil premium – targeted academic support</p>	2, 5
<p><b>Mable Therapy</b></p> <p>Selection of online therapy sessions for children ranging from 3 weeks to 10 week programmes. The programmes we will use are:</p> <ul style="list-style-type: none"> <li>• Social communication</li> <li>• Generalized anxiety</li> <li>• Developmental Language Disorder</li> <li>• Late Language Development</li> <li>• Speech Sound Delay/Disorder</li> <li>• Stammering</li> </ul> <p>£704</p>	<p><b>Mable Therapy</b></p> <p>Selection of online therapy sessions for children ranging from 3 weeks to 10 week programmes. The programmes we will use are:</p> <ul style="list-style-type: none"> <li>• Social communication</li> <li>• Generalized anxiety</li> <li>• Developmental Language Disorder</li> <li>• Late Language Development</li> <li>• Speech Sound Delay/Disorder</li> <li>• Stammering</li> </ul> <p>£1500</p>	<p>Mable unavailable this year</p> <p>Lexia</p> <p>£1355</p>	<p>EEF – oral language interventions consistently show positive impact on learning</p>	3, 6

<p><b>Beanstalk Reader</b> Provide one to one literacy support for children who have fallen behind in reading. A beanstalk volunteer works with 3 children on an individual basis, twice a week all year. Each session lasts for half an hour. We have 2 volunteers assigned so will target 6 PP children. <i>£339 Oct 21 – Jul 22)</i></p>	-unavailable this year	-unavailable this year	The Reading Framework. July 2021 (DFE)	5
<p><b>Deputy Head Time</b> Deputy Head to work with Y6 to deliver English &amp; Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise or those needing support to achieve GD</p>	<p><b>Deputy Head Time</b> Deputy Head to work with Y6 to deliver English &amp; Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise or those needing support to achieve GD</p>	<p><b>Deputy Head Time</b> Deputy Head to work with Y6 to deliver English &amp; Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise or those needing support to achieve GD <i>£25,709</i></p>	EEF (page 8, section 2) guide to pupil premium – targeted academic support	2, 5
<p><b>Pupil progress meetings</b> Termly meeting (sooner if required) with SENDCO or member of SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.</p>	<p><b>Pupil progress meetings</b> Termly meeting (sooner if required) with SENDCO or member of SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.</p>	<p><b>Pupil Progress Meetings</b> Termly meeting (sooner if required) with SENDCO or member of SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.</p>	EEF (Page 8, section 3) Wider strategies relate to the most significant non-academic barriers	1, 3, 5, 6
-	<p>Twinkl SSP teaching programme to be used to identify children falling behind and the intervention programme to be used to ensure children 'keep up, not catch up'.  Rapid Phonics intervention to be used for children with additional needs who are working significantly behind their peers <i>£475</i></p>	<p>Twinkl SSP teaching programme to be used to identify children falling behind and the intervention programme to be used to ensure children 'keep up, not catch up'. <i>£474.50</i>  Rapid Phonics intervention to be used for children with additional needs who are working significantly behind their peers</p>	EEF (page 8, section 2) guide to pupil premium – targeted academic support	3, 5

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

Budgeted cost: £24,416.50

Activity 2021-2022	Activity 2022-2023	Activity 2023-2024	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Breakfast Club</b> Breakfast club on offer daily before school from 7.30am. All pupils may apply for a space (must be paid for) but priority and a free space given to PP and vulnerable pupils to ensure these children receive breakfast, a calm start to the day and are in school ready to learn when lessons start</p> <p>£6080</p>	<p><b>Breakfast Club</b> Breakfast club on offer daily before school from 7.30am. All pupils may apply for a space (must be paid for) but priority and a free space given to PP and vulnerable pupils to ensure these children receive breakfast, a calm start to the day and are in school ready to learn when lessons start</p> <p>£8364 (based on 9 PP chn per day)</p>	<p><b>Breakfast Club</b> Breakfast club on offer daily before school from 7.30am. All pupils may apply for a space (must be paid for) but priority and a free space given to PP and vulnerable pupils to ensure these children receive breakfast, a calm start to the day and are in school ready to learn when lessons start</p> <p>£7600</p>	<p>COVID-19 series: briefing on schools – Extra curricula provision and enrichment</p>	<p>1, 4</p>
<p><b>Lunchtime Support</b> Additional daily staff employed to support throughout lunchtimes to encourage participation in team games and ensure rules of play are adhered to and games are fair. This encourages our most vulnerable to join in as they feel emotionally safer when an adult is present. Additional staffing can also be used to provide smaller groups for children requiring additional support at lunchtimes Purchase of new equipment to enable 'Happy Lunchtimes' programme can be delivered.</p> <p>£4500</p>	<p><b>Playground Support</b> Additional daily staff employed to support throughout playtimes and lunchtimes to encourage participation in team games and ensure rules of play are adhered to and games are fair. This encourages our most vulnerable to join in as they feel emotionally safer when an adult is present. Additional staffing can also be used to provide smaller groups for children requiring additional support at lunchtimes Purchase of new equipment to enable 'Happy Lunchtimes' programme to be delivered. Refresher training of 'Happy Lunchtimes' programme to be given to all lunchtime staff</p> <p>£8000</p>	<p><b>Playground Support</b> Additional daily staff employed to support throughout playtimes and lunchtimes to encourage participation in team games and ensure rules of play are adhered to and games are fair. This encourages our most vulnerable to join in as they feel emotionally safer when an adult is present.  Additional staffing also used to provide smaller groups for children requiring additional support at lunchtimes  Purchase of new equipment to enable 'Happy Lunchtimes' programme to be delivered.  Refresher training of 'Happy Lunchtimes' programme to be given to all lunchtime staff</p> <p>£8360</p>		<p>3, 4, 6  3, 4, 6  3, 4, 6</p>



		£1750		
<p><b>After School Clubs and Holiday Clubs</b></p> <p>Extra-curricular activities provide opportunities for enriching life experiences and to develop confidence, self-esteem and friendships for vulnerable pupils. Places at our curriculum clubs after school and at an external sports club in the holidays will be offered to PP children and school will cover the costs.</p> <p>Additional staff for Rainbow breakfast and after school club to increase ratios for children who require extra support to regulate emotions and behaviour and for safety of others.</p>	<p><b>After School Clubs and Holiday Clubs</b></p> <p>Extra-curricular activities provide opportunities for enriching life experiences and to develop confidence, self-esteem and friendships for vulnerable pupils. A place at ONE of our curriculum clubs after school per week will be offered to PP children and school will cover the costs.</p> <p>School will pay for 2 days per week at an external sports club in the holidays.</p> <p>Additional staff for Rainbow breakfast and after school club to increase ratios for children who require extra support to regulate emotions and behaviour and for safety of others.</p> <p>£750</p>	<p><b>After School Clubs and Holiday Clubs</b></p> <p>Extra-curricular activities provide opportunities for enriching life experiences and to develop confidence, self-esteem and friendships for vulnerable pupils. A place at ONE of our curriculum clubs after school per week will be offered to PP children and school will cover the costs.</p> <p>£144</p>	<p>COVID-19 series: briefing on schools – Extra curricula provision and enrichment</p>	<p>3, 4</p> <p>2, 3, 6</p>
<p><b>Fuel for School</b></p> <p>Food is bagged and sent home with PP or vulnerable children in school or delivered in some cases. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£2600</p>	<p><b>Fuel for School</b></p> <p>Food is bagged and sent home with PP or vulnerable children in school or delivered in some cases. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£2600</p>	<p><b>Fuel for School</b></p> <p>Food is bagged and sent home with PP or vulnerable children in school or is made available at the Pay As You Feel Market. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£2600</p>	<p>EEF - Toolkit – parental engagement</p>	<p>2, 4</p>
<p><b>Milk</b></p> <p>Milk is government funded for KS1 but school pay for milk for PP children</p>	<p><b>Milk</b></p> <p>Milk is government funded for KS1 but school pay for milk for PP children</p>	<p><b>Milk</b></p> <p>Milk is government funded for KS1 but school pay for milk for PP children</p>		<p>4</p>

	£100	£100		
<b>Residential Visits</b> We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM. £2000	<b>Residential Visits</b> We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM. £2000	<b>Residential Visits</b> We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM. £2712.50	COVID-19 series: briefing on schools – Extra curricula provision and enrichment	4
<b>Uniform Vouchers</b> We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform £1000	<b>Uniform Vouchers</b> We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform £1320	<b>Uniform Vouchers</b> We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform £1050		4
<b>Peripatetic instrument lessons for individuals</b> We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM.	<b>Peripatetic instrument lessons for individuals</b> We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM. £100	<b>Peripatetic instrument lessons for individuals</b> We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM. £100	COVID-19 series: briefing on schools – Extra curricula provision and enrichment	4

**Total budgeted cost: £154,223**

## 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. NOTE: *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

<b>Evaluation of how we used our Pupil Premium allocation in 2022-2023</b>	
<b>Learning Mentor</b>	<p>LM worked with children who had been referred to her by staff to provide individual support for children who required help with needs such as anger, bereavement, anxiety, friendship issues, behavioural difficulties etc</p> <p>LM provided telephone support to families who required it.</p> <p>LM worked with outside agencies such as Families First, True Colours, School Nursing Team etc to provide support for any of our families in need.</p> <p>LM provided 1:1 support for children with Emotionally Based School Avoidance. She provided support to the family, implemented adapted routines to the morning and provided emotional support throughout the day.</p> <p>Our LM worked closely within the Safeguarding Team to provide support for children involved with Children's Social Care</p> <p>Our LM worked at Breakfast Club every day to meet and greet all children, particularly our PP children, in order to build relationships with PP families.</p>
<b>Health &amp; Wellbeing Mentor</b>	<p>Our Health &amp; Wellbeing Mentor worked closely with identified children across school. She supported individuals in Year 6 with high levels of need as well as with small groups of children on areas such as self-esteem, confidence, anxiety, brain health, behaviours for learning and more.</p> <p>She worked closely with a child suffering with Emotionally Based School Avoidance whose attendance in 21/22 was only 73%. With support, this increased to 80% in 22/23 and currently is 85.4%. She supported children at Breakfast Club to enable them to have a calm and structured start to the school day. She then delivered an after school club for children who rarely access our usual clubs by offering original clubs such as War Hammer and Mystical Quests.</p>
<b>Teaching Assistant</b>	<p>Additional money was applied for to support child KN 2:1 for the year on a reduced timetable</p>
<b>School Uniform</b>	<p>We provided 44 uniform vouchers to children. 39 of these were redeemed, totalling £1170</p>
<b>Breakfast Club</b>	<p>50 children per week attend Breakfast Club. This enables them to have breakfast and a calm start to the school day</p>
<b>Milk for KS2</b>	<p>15 children in KS2 receive milk daily</p>

<b>Lunchtime Support</b>	Sports coaches have supported play at lunchtime every day. This has enabled more children to be engaged in purposeful play.
<b>After School Clubs</b>	63 children accessed after school clubs
<b>Fuel for School</b>	Our Fuel for School Marketplace opens every Thursday and is visited by lots of parents who purchase the food on a pay-as-you-feel basis
<b>Growbag</b>	30 children are chosen to work with the Growbag lady for a session every half term (6 times a year). They plant, grow and harvest a range of fruit and vegetables to learn about where food comes from.
<b>Peripatetic instrument lessons for individuals</b>	2 children chose to have music lessons, funded by school. £57 per child per term
<b>Shine Intervention Programme</b>	Reading only as we have changed our assessments in maths. Inputting the reading assessment data in all classes enabled targeted intervention to be delivered
<b>Deputy Headteacher</b>	DHT delivered daily lessons in Year 6 to enable the year group to have smaller classes and therefore the children to have more focussed teaching

### Evaluation of how we used our Pupil Premium allocation in 2021-2022

<b>Learning Mentor</b>	<p>Learning Mentor worked alongside SLT to implement our new Attendance Strategy. This involved working with the LA Attendance Team to establish a robust, consistent approach to monitoring absence. This also included fining families for taking holidays in term time.</p> <p>LM worked with children who had been referred to her by staff to provide individual support for children who required help with needs such as bereavement, anxiety, behavioural difficulties etc</p> <p>LM provided telephone support to families who required it.</p> <p>LM worked with outside agencies such as Families First, School Nursing Team etc to provide support for any of our families in need.</p> <p>LM provided 1:1 support for children who were reluctant to attend school. She provided support to the family, implemented adapted routines to the morning and provided emotional support throughout the day.</p> <p>Our LM worked closely within the Safeguarding Team to provide support for children involved with Children's Social Care</p>	£29,303
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	Our LM worked at Breakfast Club every day to meet and greet all children, particularly our PP children, in order to build relationships with PP families.	
<b>Evolve Health Mentor</b>	Our Health Mentor worked closely with identified children in KS2. Much of the work was with one child who required support. She also worked with small groups of children on areas such as self-esteem, confidence, anxiety, brain health, behaviours for leaning and more. She supported children at Breakfast Club to enable them to have a calm and structured start to the school day. She then delivered an after school club for children where they looked at healthy eating, sleeping, exercise, brain health among other topics.	£31000
<b>Teaching Assistants/HLTA</b>	We continued to try and provide one TA per class in KS1 and one per year group in KS2 to deliver interventions as needed to ensure all pupils make good progress. We have recruited additional TAs/Behaviour Support/Health Mentor to provide additional support for children and year groups who have increased need.	£13,000
<b>School Uniform</b>	Uniform vouchers were provided for families in receipt of FSM.	£1300
<b>Breakfast Club</b>	A space given to PP and vulnerable pupils to ensure these children received breakfast, a calm start to the day and were in school ready to learn when lessons started. 7 of our PP children have accessed Breakfast Club daily Additional staffing was required to support some of these children who needed help to regulate behaviour and to keep other children safe.	£5,572
<b>Milk for KS2</b>	School covered the cost of any KS2 PP children who wanted to have milk	£100
<b>Lunchtime Support</b>	We employed additional staff to support children at lunchtime and playtime. This was to continue to address the issue of children finding play and relationships difficult after extended absence during lockdowns. We then implemented 'Happy Lunchtimes' and purchased additional resources for children to play with.	£7313
<b>After School Clubs and Holiday Clubs</b>	PP children were given priority when allocating places on any of our after school clubs. Places at a club run by an external sports club during the school holidays were also offered to our PP families. School covered the cost of these clubs for PP children. This really benefited the families and the children. 56 of our PP children accessed places at our after school clubs 6 of our PP children accessed an external sports holiday club	£500
<b>Fuel for School</b>	Several PP families benefited from the weekly food delivery as we made food parcels for them. We were also able to send families direct to the fuel for school warehouse during holidays and at any other time they needed.	£2,600
<b>Beanstalk Reader</b>	2 adult readers attended 2 twice a week and worked with 3 PP children on a 1:1 basis (6 children in total) on reading and comprehension skills. All the children thoroughly enjoyed their reading sessions and have been reading more independently as a result. This did not continue for the whole year due to a lack of Beanstalk staff.	£1320
<b>Growbag</b>	Our PP and vulnerable children have enjoyed working with our Growbag volunteer over the year to maintain our gardens while learning about the crops they grew.	£1,153
<b>Peripatetic instrument lessons for individuals</b>	1 of our PP children accessed musical instrument lessons with a peripatetic teacher. This meant the cost of lessons was not a barrier to the children receiving this extra curriculum provision.	£51

<b>Shine Intervention Programme</b>	Staff used the Shine interventions alongside the MARK programme to identify gaps in learning and specific learning needs for individual children. This was used to inform planning and deliver same day intervention when appropriate.	£704
<b>Deputy Headteacher</b>	Deputy worked in Year 6 as a third teacher to deliver English and Maths. This enabled the year group to be split into 3 smaller classes every morning for more focussed teaching. Our Deputy carried out termly analysis of data / progress / closing the gap in order to identify the PP children requiring support and ensure children have access to the right intervention.	£27000
<b>Mable therapy</b>	3 children (inc 1 PP) children received Mable Therapy This was particularly useful for children who required Speech & Language support but were unable to access NHS support due to the waiting times	£540
<b>Total Spend</b>		<b>£121,456</b>
<b>Pupil Premium Grant Allocation 2021-2022</b>		<b>£81,956</b>

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Mable Therapy – Speech and Language	Mable
Shine Intervention	Rising Stars
Fuel for School	Fuel for School
Health Mentor	Evolve
Beanstalk Readers	Beanstalk