

## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	Taddington Primary
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	11.6 % (7 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	James Handley
Pupil premium lead	Elaine Chapman
Governor / Trustee lead	Jill Skidmore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,103
Recovery premium funding allocation this academic year	£900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,003

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our job is to educate our children so that they can make the world a better place. It is our intent that the curriculum, and the teaching and learning within it, meets the needs of all pupils, regardless of their ability or background, so that all children develop academically, culturally, physically, socially and creatively.

Where necessary, our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our disadvantaged pupils. Variation of need is determined by analysis of pupil data and tracking alongside a discussion with parents, pupils and staff and informed by research information on how to maximise the use of pupil premium funding and impact on pupil progress. Ambition Institute found that the progress gap between persistently disadvantaged students and the non-disadvantaged national average has grown from 11.8 months in 2010 to 20.1 months in 2015 – a drop of 8.3 months. This has been exacerbated at a national level due to the impact of the global pandemic. A significant proportion of our school is classed as disadvantaged (22%) therefore constructing a school that closes the disadvantage gap is fundamental in our goal of ensuring all of our children leave our school meeting their full potential in terms of academic outcomes with:

- an ability to reflect, discuss, evaluate and think critically
- an ability to be an engaged and effective life-long learner
- respect and tolerance for themselves and others
- enhanced understanding and knowledge of the world, both locally and globally
- an understanding of how one's own character and social, cultural, spiritual and moral development are key to becoming active and useful members of society.

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported with appropriate CPD to keep on improving. Where pupils are at risk of falling behind and not making at least expected progress from their key stage 1 starting points, school implements a range of targeted academic support in order to ensure disadvantaged pupils move back on track. Furthermore, a range of wider strategies are implemented to identify and overcome non-academic barriers to success in school. Setting priorities is key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers

- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Cultural capital deficit, leading to narrow vocabulary knowledge in speaking, reading comprehension and writing -</u></b></p> <p>Children’s experiences and understanding of the world (including other cultures and beliefs) are limited due to context and environmental factors. This has the potential to impact on academic progress in all curriculum areas due to limited acquisition of a broader range of experiences, vocabulary and availability of quality texts outside of the school.</p>
2	<p><b><u>Cognition and Learning</u></b></p> <p>Communication and interaction, low non-verbal reasoning skills and access to rich language – especially from books. Other issues include social communication, slow processing dyslexic tendencies, autistic spectrum disorder and attachment disorders.</p>
3	<p><b><u>A deficit in metacognitive and self-regulation strategies</u></b></p> <p>A number of our disadvantaged pupils show a deficit in at least one of these areas, impacting potential progress and attainment due to: a lack of understanding about what they know and do about their learning difficulty to feel positive about themselves, remain calm, cope with emotions, adapt, or respond appropriately to the school environment a lack of key skills such as resilience, appropriate social interactions and teamwork.</p>
4	<p><b><u>Learning behaviours</u></b></p> <p>Due to Covid, weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good learning behaviours as a result of lockdown. Some Pupil premium pupils display low attainment and slow progress rates. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.</p>
5	<p><b><u>Attendance and Engagement</u></b></p>

	<p>Pupil Premium pupils are more likely to have been adversely affected by the Covid-19 lockdown and school closures. Because of, on average for some children, poorer attendance will have hindered their ability to access a recovery curriculum or attend school led tuition session to the fullest extent. This will continue to affect attainment and will increase learning gaps when compared with non-disadvantaged pupils. Attendance remains a barrier to learning for our disadvantaged pupils.</p>
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## Intended outcomes

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

Intended outcome	Success criteria
<p>Improved learning outcomes in maths ( focusing on number fluency)</p> <p>Improved learning outcomes in reading (focusing on Early Reading, reading fluency and phonics)</p> <p>Improved learning outcomes in writing ( focusing on presentation, writing stamina, ambitious vocabulary, reading and proofreading for errors and spelling)</p>	<p>Pupils make progress in line with their peers. The attainment gap between disadvantaged and non disadvantaged is diminished or diminishing over time.</p> <p>Identify and track progress and attainment for Pupil Premium pupils each term. New assessment and monitoring systems demonstrate progress, allow the school to make comparison against national trends and identify learning gaps</p> <p>Using this information, teachers develop class provision maps to support the needs of Pupil Premium pupils. Teacher development plans identify areas in which teachers practice can improve to support disadvantaged pupils; their engagement in extra curricular events as well as improved attainment and progress.</p> <p>Using assessment information , implement a whole school provision map including targeted additional 1:1 and small group work with a focus on our Pupil Premium pupils.</p> <p>Use of School Tuition Programme and other grants related to C19 recovery to support learning to improve attainment and resulting from new assessment systems and processes, assessment data is used to inform teaching to gaps.</p>

<p>All speech and language needs are identified at an early stage and children engage with intervention programmes. Develop opportunities for oracy across the curriculum</p>	<p>Writing and reading assessments show that the majority of disadvantaged children have made ,at the very least, expected progress.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> <p>Vocabulary is displayed and discussed as part of quality first teaching in classrooms and more ambitious vocabulary is evident in books</p>
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<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Writing moderations with other schools show that our children’s progress is comparative with other schools.</p> <p>Early Language Intervention by the end of the summer shows impact and improvement of the listening, narrative and vocabulary skills in EYFS.</p>
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<p>Pupils receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community days. Pupils will benefit from an enriched English, SMSC, RE and PSHE curriculum pertinent to the identified needs of our context and community, ensuring the maximum possible exposure to, and develop understanding and acceptance of, cultures and beliefs that are different to their own. Pupils become more confident users of oral and written language and use this to access more challenging texts. They use this knowledge to develop their control of language and content in writing, their confidence in reasoning and problem-solving in maths and their inference skills in reading.</p>	<p>Disadvantaged pupils benefit from a wide range of in-school opportunities to enable them to learn and understand about other cultures and beliefs. Disadvantaged pupils visit places in and beyond their immediate locality to enable them to gain first-hand experience of other cultures and beliefs. Disadvantaged pupils are able to speak confidently, in formal and informal settings. Curriculum monitoring shows disadvantaged pupils have a wide range of opportunities to write and read across the school curriculum, demonstrating standards that are at least in line with age related expectations.</p>
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<p>All disadvantaged pupils will show continued improved attendance and punctuality.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non disadvantaged pupils (96+%) -</p> <p>Monitoring of attendance and lateness by Headteacher brings about an increase in Pupil Premium pupils' attendance and a decrease in persistent absence.</p> <p>Less missed learning is taking place due to increased attendance and punctuality,</p>
<p>Boost self-esteem and confidence and provide opportunities for success.</p>	<p>Pupil premium pupils are specifically targeted to participate in lunchtime sport, play activities/clubs and sports events.</p> <p>Sports activities are well attended by Pupil Premium children.</p> <p>Use of School Tuition Programme to support learning to improve attainment and to also support self esteem.</p>

<p></p>	<p>Wide range of learning experiences to have been available to all our children, and specifically disadvantaged children including trips, visits and sporting activities to raise awareness of the world outside of the immediate environment.</p>
<p>Improve the class structure in school</p>	<p>Wherever possible, increase the staffing compliment so that no more than 2 mixed aged classes are learning together as part of the same class for as much of the time as possible to ensure precision teaching and targeted support at mastery levels .</p>

<p>To support vulnerable Pupil premium pupils to overcome barriers created by social, emotional or mental health issues.</p>	<p>Half-termly safeguarding meetings with Head teacher, focus on Pupil premium pupils</p> <p>One to one pastoral support with TAs for most vulnerable children through use of Rainbow Room.</p> <p>Social groups contain aspects of nurture and Lego Therapy and Forest School supported by TA</p> <p>Social and emotional objectives to drive planning and delivery nurture group session</p> <p>Developments in social, emotional and self-esteem milestones demonstrate progress from baseline measures.</p>
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### Activity in this academic year

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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra teacher in the junior phase to enable smaller group teaching across school and access to additional teacher in Reception.</p>	<p>EEF state 'There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school'</p>	<p>1,2,4,5</p>

<p>Wider experiences built into the whole school curriculum to address the cultural capital deficit and foster use of wider range of vocabulary</p>	<p>The <a href="#">Sutton Trust</a> report that parents play a significant role in the educational development of their children and that these influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Furthermore they also report that better off parents are more likely to support their child outside of school through visits to historical and culturally significant sites, through after school activities such as music tuition and are significantly more likely to pay for private tuition.</p> <p>The <a href="#">EEF</a> reported that impact evaluations of their trials did not deliver evidence of statistically significant improvements in the measures of pupils' academic attainment used in their projects, but state that we should also measure what we value, rather than risk valuing only what we can (currently) measure, and continue to state that they believe that all children should have access to arts education opportunities for their own sake and the wider enrichment and enjoyment that they can bring.</p>	<p>1,2,5</p>
<p>Access to high quality texts and linking these to correct phonics phase in EYFS/KS1.</p>	<p>The <a href="#">Oxford Language</a> report that vocabulary development has a significant impact on a child's academic potential, and that a vocabulary deficit in the primary has negative implications on outcomes, self-esteem, behaviour and staying in education. Furthermore in Improving Literacy in KS2 the <a href="#">EEF</a> report that reading books aloud and discussing them is a purposeful speaking and listening activity to develop pupils' language capability to support their reading and writing.</p>	<p>1,2,5</p>
<p>Feedback - All staff will receive appropriate CPD to facilitate development and high quality teaching and live feedback. Teachers will give pupils opportunities to consolidate key skills with particular focus on disadvantaged children. Teachers will use accurate formative assessment to adapt teaching sequences to pupil need. Collaborative learning to be a part of QFT.</p>	<p>Evidence from EEF Teaching Learning Toolkit. Impact is high and cost low. Evidence of impact from other local schools oral language interventions encouraging pupils to read aloud and then have conversations about book content with teachers and peers modelling inference through the use of structured questioning group or paired work that allow pupils to share thought processes implicit and explicit activities that extend pupils.</p> <p>Dylan William, Teachers' Toolkit presentation attended by HT showed the impact of 5 different types of feedback.</p> <p>Evidence from EEF Teaching Learning Toolkit.</p>	<p>1,2,3,4,5</p>

<p>Specific training on metacognition, scaffolding and modelling, feedback and questioning to enhance quality first teaching ( <i>Teacher release time for research review and peer observation</i>)</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF Guide to Pupil Premium) Rosenshine’s 10 principles of instruction, ‘Ask Questions’ and ‘Provide Models for difficult tasks,’ confirm that these are fundamentally important areas to focus our CPD upon.</p> <p>The EEF <a href="#">state</a> that metacognition, self-regulation and feedback approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress and that evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. Furthermore, the EEF <a href="#">state</a> interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, have an average overall impact of four months’ additional progress on attainment.</p>	<p>1,2,3,5</p>
<p>1:1 and small group interventions in classes and as part of an intervention programme in school.</p>	<p>The EEF report (<a href="#">Making the Best use of Teaching Assistants</a>) states TA’s delivering structured intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.</p>	<p>1,2,3,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher and SENCO review – careful planning of interventions to be completed each term + additional SENCO tiime</p>	<p>The EEF <a href="#">Pupil Premium</a> document states the importance of correctly diagnosing support needed.</p>	<p>1,2,3,4,5</p>

<p>School Led tuition/recovery premium is targeted towards Pupil premium pupils who are not making sufficient progress or reaching the expected standards.</p>	<p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils (Nickow, Oreopoulos and Quan, 2020; EEF, 2018a, 2018b; Torgerson et al., 2018; Dietrichson et al, 2017).</p> <p>Tutoring – focus on UKS2 Advice from DfE for use of the Recovery Premium.</p>	<p>2,4,5</p>
<p>Teachers to complete impact statements to provide evidence of outcomes and plan for next steps. Document on class provision maps.</p>	<p>The EEF <a href="#">Pupil Premium</a> document states the importance of correctly diagnosing support needed.</p>	<p>1,2,3,4,5</p>
<p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p>	<p>The EEF report (<a href="#">Making the Best use of Teaching Assistants</a>) states TA’s delivering structured intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.</p>	<p>1,2,3,4,5</p>
<p>Use of precision teaching, 1:1 reading sessions and high quality phonics sessions to accelerate progress of disadvantaged pupils, ensuring they match the progress of their peers</p>	<p>The EEF report (<a href="#">Making the Best use of Teaching Assistants</a>) states TA’s delivering structured intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.</p>	<p>1,2,3,4,5</p>
<p>Number Stacks Maths &amp; Big Maths</p>	<p>Number Stacks is based on the principle that some people benefit from more practice than others. This links to a number of areas from the EEF advice on Improving Mathematics in Key Stages 2 and 3: Use assessment to build on pupils’ existing knowledge and understanding, enable pupils to develop a rich network of mathematical knowledge, use structured interventions to provide additional support, and the use of manipulatives and representations.</p>	<p>1,2,3,4,5</p>

RWI/Little Wandle online subscription	Read Write Inc aim is to teach every child to read and write, and to keep them reading, without exceptions. There is a bank of research supporting the use of RWI. Schools experience is that the whole word approach of r the associated RWI/ Little Wandle interventions has had a positive impact for some pupils in building sight vocabulary in order to develop functional readers.	1,2,3,4,5
Science booster/ additional teaching capacity for 2 year group science teaching	<p>The teaching of science offers students the ability to access a wealth of knowledge and information which will contribute to an overall understanding of how and why things work like they do.</p> <p>Science is able to explain the mechanics and reasons behind the daily functioning of complex systems, which range from the human body to sophisticated modern methods of transport. Children and students are able to use this knowledge to understand new concepts, make well-informed decisions and pursue new interests.</p>	1,2,3,4,5
STAR assessment package	The EEF <a href="#">Pupil Premium</a> document states the importance of correctly diagnosing support needed. The assessment package will enable teachers to identify learning gaps and swiftly plan intervention programmes and measure the impact of the interventions that they carry out.	1,2,3,4,5

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
One to one pastoral support for social, emotional and nurture.	The EEF report ( <a href="#">Making the Best use of Teaching Assistants</a> ) states TA's delivering structured intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	2,3,4,5
Focus on Pupil Premium pupils attending sports events and supporting sport taking place within school setting.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Pupils from disadvantaged backgrounds are less likely to attend sports clubs out of school setting. <a href="#">EEF Toolkit</a>	1,3,4
To ensure they have access to a range of social/cultural/sporting experiences, visits	To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning. Provision of a range of initiatives to extend children's experiences see <a href="http://www.Gov.uk/publications/the-pupil-premiumhow-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premiumhow-schools-are-spending-the-funding-successfully</a> Education Endowment Trust Toolkit	1,3

Children are supported to set up their own lunchtime clubs.	Developing self esteem, independence and resilience. <a href="#">Essential skills and non-academic outcomes</a> from the EEF states that: ‘There is growing evidence that children’s social and emotional skills – their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being’.	2,3
1:1 and small group gross motor skills, balance and concentration interventions are delivered to identified PP children	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Pupils from disadvantaged backgrounds are less likely to attend sports clubs out of school setting. <a href="#">EEF Toolkit</a>	2,3,4  1,2,3,4,5
Daily milk and fruit available to all Pupil Premium pupils.	Pouring at least one glass of milk each day could not only boost your intake of much-needed key nutrients, but it could also positively impact your brain and mental performance (Crichton GE, Elias MF, Dore GA, Robbins MA. Relation between dairy food intake and cognitive function: The Maine-Syracuse Longitudinal Study. International Dairy Journal. 2012; 22:15-23.)	2,3,4
Attendance	Ensure attendance of disadvantaged children is above 96%. Attendance monitoring procedures will be supported by additional hours from a Senior Business manager.	1,2,3,4,5

Initiative	Details	Use of PP funding
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<b>Improving feedback and formative assessment</b>	<b>Additional teaching capacity to allow for peer observations.</b>	<b>1 day per week of M6 teacher shared between 3 schools in the federation</b>  <b>£5,400</b>
<b>Identifying pupil gaps: Reading</b>	<b>STAR assessment package</b>  <b>£ 692</b>	<b>3 assessments each half term</b>
<b>Identify pupil gaps: Maths</b>	<b>Big Maths teaching and learning package</b>  <b>£500</b>	<b>1 assessment each week</b>
<b>PHSRE- supporting pupil wellbeing</b>	<b>Heart Smart teaching and learning subscription</b>  <b>£83.00</b>	<b>1 x weekly PSHRE lesson</b>
<b>Improving the quality of teaching and learning</b>	<b>Access to team teaching and mentoring</b>	<b>1 x morning per week of M6 teacher</b>
<b>Small group mastery science</b>	<b>Access to additional teacher to teach science enabling Y3/4 and Y5/Y6 science sessions</b>	<b>1 x afternoon per week of M6 teacher</b>  <b>£5,400</b>
<b>Teach through text. Book based writing curriculum</b>	<b>Literacy Tree scheme of learning</b>  <b>£ 100</b>	<b>Daily writing, SPAG and reading sessions</b>

<b>Attendance monitoring</b>	<b>Access to a Senior Business manager to monitor attendance and liaise with HoS and parents</b>	<b>1x morning each week  £2400</b>

**Total budgeted cost: £ 19,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Despite mitigating the impact of COVID 19 on learning by providing 370 hours of tutoring for children including 5 pupil premium children at an additional cost to the school of £2468 (total grant for C-19 related tutoring/recovery £1012.0) our internal assessments during 21/22 indicated that disadvantaged pupils academic and wider development outcomes were, generally speaking, below that of their peers. Due to the small cohort size we are cautious about drawing conclusions. Despite this, children have made progress and for those who received additional tuition, learning gaps have not widened and some evidence suggests that in many cases, learning gaps have closed. 71% of PP children have achieved the expected level in at least one of the core subjects, with 42% reaching the expected level in 3 of the core subjects. Attainment in reading for Pupil Premium children remains the highest priority,

The additional teaching capacity in R has enabled children in Y1 and Y2 to receive consistent smaller group phonics teaching. This has resulted in an indicative 80% pass rate on the phonics screening check. The funds spent on improving the quality of reading books has led to children having improved rates of reading fluency at an earlier age. Access to texts has also improved for children who face multiple disadvantages; PP and SEND; dyslexia friendly texts have been purchased. The schools focus on reading and the targeted support for PP children especially as resulted in children progressing at a rate faster than 73% of other children nationally who had the same starting point (based on Y5 cohort STAR assessment data July 2022)

Training on metacognition and retrieval practice has been delivered and teachers now use weekly retrieval practice initiatives. Staff report that children are able to transfer learning from one area to another with greater ease, reducing the loss of previously taught concepts.

Teaching assistants have received additional training( FFT reading, Number stacks maths, Lego therapy, SALT ) and have delivered learning/wellbeing interventions that have enabled children to develop confidence in key areas that have been identified as barriers to learning. The one to one pastoral interventions have improved the wellbeing of targeted children and children miss less sessions during the day (reduced frequency of sensory breaks and time out)

Children that have been identified at early stages of poor mental health have been supported by way of, outdoor nurture sessions, liaison with appropriate external services to provide the

family with support. They have also enjoyed access to wider opportunities including, weekly additional swimming lessons and have funded places on school trips and residential.

The additional SENDCo hours have supported the schools to develop monitoring and tracking systems to ensure that barriers to learning are identified sooner. The engagement of external agencies ( SALT and educational psychologists and social care ) has also improved. As a result several children are now pending diagnosis of additional needs and planned support interventions are in place.

The school has applied for the House Hold support fund on behalf of a number of vulnerable/disadvantaged families, this has resulted in the improved attendance of specific children.

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Art Therapy	
Trauma informed practice	Debbie Withers, Pure Space
Counselling contract	Debbie Withers, Pure Space