

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Foxhills Infant School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	11% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lucy Howe, Headteacher
Pupil premium lead	Heather James, Deputy Headteacher
Governor	Louise Reynolds & Jo Sawyer, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Financial Year April 21- March 22 as of April 2021)	£31,590
Recovery premium funding allocation this academic year	£ 2,755 (19 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,345

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or starting points, make good progress and achieve high attainment in all national curriculum subjects. High quality teaching and a curriculum designed with the most disadvantaged in mind is central to achieving this.

Our curriculum is underpinned by a set of clear drivers which are ambitious to ensure disadvantaged children gain the knowledge and skills they need to succeed in later life. We focus on the areas disadvantaged children need most (increasing experiences through education and enrichment, real life practical learning and vocabulary development) and ensure that knowledge and information are presented in ways that are easily understood and retained. Strengthening long term memory is key in ensuring disadvantaged children acquire crucial knowledge and make connections in learning. Our recursive curriculum, with ample opportunity for retrieval practice, develops this. There is a strong focus on vocabulary development and ensuring disadvantaged children understand the meaning of words. This is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

High quality teaching begins with understanding each child as a unique individual: their developmental stage, learning styles, barriers to learning and strategies that secure best progress. Assessment for learning is at the heart of effective provision, and all task design and teaching is informed by an understanding of each child's needs. Through pupil progress reviews, the progress and attainment of disadvantaged children is kept closely under review to ensure all provision is effective and successful in closing the gap, or in cases where learning gaps do not exist, effective in providing additional opportunities through enrichment and cultural experiences.

The school adopts the mind-set that it is a keep up curriculum, not catch up. This means that quality first teaching is the primary approach in meeting all children's needs. For disadvantaged children, high quality teaching and targeted intervention are used concurrently.

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF), Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium, the NFER report on supporting the attainment of disadvantaged pupils and Maximising the impact of the Pupil Premium (Marc Rowland April 2020). We have chosen our approaches to support pupil premium children based on this research and based on strategies that have worked well in previous years. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Strategy aims for disadvantaged pupils

- Staff are committed to raising the attainment in reading, writing and mathematics for all children through providing high quality first teaching, with daily assessment for learning and cut-away groupings to ensure misconceptions are addressed quickly and additional targeted support is provided where necessary.
- Staff ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers.
- Teachers maintain 'Pupil Profile Plans' for our pupil premium children to ensure an individualised approach to addressing any barriers to learning and cater for wider emotional needs.
- Staff ensure that all children have equal access to the extended curriculum including trips, PTA activities and other enrichment activities.

Key Overall S.I.P Objectives (2021-22)

- To ensure teaching consistently maximises learning opportunities for all pupils
- To monitor the impact of the school's new curriculum to ensure it improves all children's knowledge and ability to; know more, remember more and do more
- To create learning environments and cultures which prioritise disadvantaged children
- To develop expertise in the teaching of phonics, reading and writing
- To implement the schools Physical education curriculum and monitor its effectiveness in improving children's mental health, well-being and physicality.
- To increase strategic capacity by increasing the expertise of middle leaders and subject leaders

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Knowledge Gaps</u></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for non-disadvantaged children. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to children falling further behind age-related expectations in Reading, Writing and Maths. Our assessments indicate that disadvantaged children enter the school with poor phonics and basic literacy skills on entry.</p> <ul style="list-style-type: none"> ➤ Despite being offered places in school throughout lockdown only 36% of our disadvantaged pupils accepted the offer of a full time place at school. ➤ Over the past three years 50%-66% of disadvantaged pupils have been in the lowest phonics groups on entry to the school, this figures rises to 80% of all disadvantaged pupils joining the school after the initial Year R intake. ➤ On entry to our Reception class in the last 3 years, between 25 - 50% of our disadvantaged pupils arrive below age-related expectations in mathematics compared to 4 - 16% of other pupils.
2	<p><u>Self-esteem, Social and Emotional Literacy</u></p> <p>Our observations and discussions with pupils and families have identified social and emotional issues, including lower self-esteem, poor attachments and characteristics of effective learning (eg listening, attending, independence and interaction with peers) for many children but in particular those from disadvantaged backgrounds. This has been further impacted due to a lack of enrichment opportunities during the school closures. These challenges particularly affect disadvantaged pupils and their attainment.</p> <ul style="list-style-type: none"> ➤ Teacher referrals for support have markedly increased during the pandemic. 68% of all our disadvantaged children require additional support with social and emotional needs.
3	<p><u>SEND</u></p> <p>NHS assessments, discussions with preschools and observations of children indicate that many disadvantaged children enter the school with low or delayed expressive and receptive language skills. Oral language skills and vocabulary range is more limited for disadvantaged children and this impacts negatively on written vocabulary.</p> <ul style="list-style-type: none"> ➤ At Foxhills 50% of our SEND children are also disadvantaged. 89% of these children have moderate learning difficulties or have been identified as SEND for speech and language. ➤ 47% of all disadvantaged pupils have or are receiving support for Speech, Language and Communication Needs. ➤ 30% of disadvantaged pupils have been or are still under the care of a NHS Speech and Language Therapist.
4	<p><u>Low attendance and lateness of pupil premium children</u></p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <ul style="list-style-type: none"> ➤ Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 12% lower than for non-disadvantaged pupils. ➤ As at January 2022, 63% of disadvantaged pupils have attendance lower than 95% compared to non-disadvantaged pupils attendance of 45%. 21% of disadvantaged pupils have been 'persistently absent – below 90%' compared to 16% of their peers during that period.

Intended outcomes

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

Intended outcome	Success criteria
Improved phonics, reading, writing and mathematics attainment among disadvantaged pupils.	<p>End of year 1 phonics outcomes in 2021/22-2023/24 show that at least 83% (National 2019) of disadvantaged pupils meet the expected standard.</p> <p>KS1 reading and mathematics outcomes in 2021/22-2023/24 show that more than 75% (National Average 2019) of disadvantaged children attain age related expectations.</p>
To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly disadvantaged children.	<p>Sustained high levels of wellbeing from 2021/22 onwards demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, parent discussions and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Greater confidence and aspirations in disadvantaged children in challenging themselves to try new activities.	<p>Greater confidence in disadvantaged children in challenging themselves to try new activities. An increase in participation in enrichment activities/ clubs particularly among disadvantaged children.</p>
To improve rates of progress and attainment for children who are SEND and also disadvantaged.	<p>Disadvantaged children with SEND make progress against their individual targets diagnostic assessments. Targets attained are evident when triangulate with book scrutiny.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% (National attendance rate of 96%) <p>Improve attendance of disadvantaged pupils from 2021/22</p> <ul style="list-style-type: none"> • so that the current attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 18%. • so that the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £15,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD - Phonics:</p> <p>Continued monitoring, training and assessment of the DFE Validated Systematic Phonics Programme (RWI) to secure stronger phonics teaching for all pupils.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p> <ul style="list-style-type: none"> English lead to monitor the progress of phonics across the school, provide training and support were appropriate (1 day per term) (£600) Retention of Literacy Lead (£2500) Replacement of RWI resources Purchase of home/school reading books to match pupils phonics ability Purchase of RWI First reader books matched to phonic ability for use in EYFS (£2000) 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>
<p>CPD – Cut-away Teaching:</p> <p>Continued monitoring and coaching of Cut-away teaching to secure personalised learning and responsive teaching is maintained in all classrooms.</p> <ul style="list-style-type: none"> Release of English and Mathematics Lead to regularly undertake learning walks and classroom observations in line with the schools' school improvement plan and governor monitoring plan in order to raise the quality of teaching in all classrooms. (2 x 1 day per half term £1000) 	<p>'Cut-away' is a teaching tool that we use to ensure that learning is personalised to meet the needs of every individual child. This involves the child being 'cut away' to their tables when they have demonstrated that they understand their work to begin their independent learning. From here, children may be 'cut back' to work with either the teacher or LSA to either address the misconceptions or move the learning on to the next step. Any pupils who do not achieve a good understanding of the knowledge at any point in the learning journey are provided with extra support through cut-away teaching.</p> <p>https://www.nace.co.uk/blog-post/1761881/364592/The-cutaway-approach-to-ability-grouping--Who-do-I-need-here-now</p>	<p>1,3</p>

<p>CPD – Reading :</p> <p>Development of the Reading Curriculum across the school including the embedding of comprehension skills.</p> <ul style="list-style-type: none"> • Weekly release time of English Lead to develop, embed and monitor the Reading Curriculum (Half day per week release time £1950) • INSET and staff meeting training • English Manager to attend core provision (Half day release per term £300 plus cost of training £100) • English Manager to attend Moderation Training (£100) 	<p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,3</p>
<p>CPD – Mathematics:</p> <p>Development of the Mathematics Curriculum across the school, in line with DfE and EEF guidance including the embedding of mental mathematics skills.</p> <ul style="list-style-type: none"> • Weekly release time of Mathematics Lead to develop, embed and monitor the Mathematics Curriculum (Half day per week release time £1950) • INSET and staff meeting training • Mathematics Manager to attend core provision (Half day release per term £300 plus cost of training £100) • Retention of Mathematics Lead (£2500) 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf</p>	<p>1,3</p>
<p>CPD – Subject Leaders:</p> <p>To develop all subject leaders as experts in the subjects they lead so they are able to support colleagues in meeting the needs of all pupils including disadvantaged pupils.</p> <ul style="list-style-type: none"> • Professional Development Time dedicated to the design, implementation, moderation and leadership of foundation curriculum subjects (day each term for deep dive) (£1800) • Attendance at Subject Network Meetings 		<p>1,3</p>
<p>Assessment:</p> <p>Training for all staff to ensure assessments are interpreted correctly, the curriculum is developed in response to these and Pupil Profile Plan (PPP) targets are created where applicable, implemented and evaluated in response to assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1,3</p>

<ul style="list-style-type: none"> • Staff meeting training • In-house use of PM Benchmark (Reading) scheme and PUMA (Mathematics) • Development of in-house (Mathematics) pre and post unit assessments 		
<p>SEND:</p> <p>Adopt the EFF Guidance ‘Special Educational Needs in Mainstream Schools - Five recommendations on special education needs in mainstream schools’</p> <ul style="list-style-type: none"> ❖ Create a positive and supportive environment for all pupils without exception – remove barriers to learning ❖ Build an ongoing, holistic understanding of your pupils and their needs ❖ Schools should aim to understand individual pupil’s learning needs using the graduated approach of the, ‘assess, plan, do, review’ approach. ❖ Ensure all pupils have access to high quality teaching ❖ To a great extent, good teaching for pupils with SEND is good teaching for all. – flexible groupings, scaffolding ❖ Complement high quality teaching with carefully selected small-group and one-to-one interventions ❖ Work effectively with teaching assistants <ul style="list-style-type: none"> • DHT to undertake regular learning walks, lesson observations and pupil conferencing to monitor the provision for SEND children. • EP surgery to enable staff to discuss ways to overcome barriers to children’s learning • Half termly Progress Meeting to review DHT individual PPP targets of PP & SEN pupils. (1 day per half term) (SEND budget) 	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1,5, 2,7</p>
<p>Attachment Aware School:</p> <p>Best attachment and trauma aware practice will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> • Senior Leadership to attend initial Attachment and Trauma Training to be able to lead out the training to all staff in 2022/23, leading to the school becoming an Attachment Aware School. (3 days release £600) 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://www.hants.gov.uk/educationandlearning/virtual-school/attachment-trauma</p> <p>Attachment theory explains how children build an internal working model of themselves and the world through relationships. Trauma, abuse, neglect, separation and bereavement have adverse effects, which means the child</p>	<p>2</p>

	<p>and adult's sense of safety and relationships need to be rebuilt in order for them to learn.</p> <p>The Attachment Research Community (ARC) supports schools and settings to develop best attachment and trauma aware practice. ARC is a charitable organisation set up in 2017 with a mission to support all schools to be attachment and trauma aware by 2025.</p> <p>https://the-arc.org.uk/</p> <p>The mental health of young people is much discussed and a great cause for concern for schools and settings - 50% of mental health issues start before the age of 14, but only 30% of young people who need help get access to it. There is a growing body of academic research which demonstrates the effectiveness of attachment aware approaches in schools and other settings which work with young people.</p> <p>https://the-arc.org.uk/research-and-reports</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer a range of interventions depending on need and diagnostic assessment for children with PP and SEND.</p> <ul style="list-style-type: none"> Class teacher/ teaching assistant cut away teaching/ catch up sessions/ interventions re paired reading and RWI catch up (TA 1 hour per day x 6 classes) (£8110) Reading, Phonics and Numeracy programmes. (Paired Reading, Precision Teaching, RWI phonics via small groups and 1:1 RWI catch up) DHT to support teachers and teaching assistants in selecting appropriate evidence-based teaching interventions (1 day per half term) 	<p>Learning Support Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3
<p>Additional Phonics sessions targeted at disadvantaged children who require further phonics support.</p> <ul style="list-style-type: none"> See above 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3
<p>Engaging with the National Tutoring Programme to provide a blend of tuition mentoring for those whose education has been most impacted by the pandemic. A significant proportion of the children who will receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3

<ul style="list-style-type: none"> • Spring 1/2 - 11 weeks re Year 1/2 (£3564 - £1944 from School Led Tutoring Grant = £1620) • Summer 1/2 – 10 weeks re Year R/1/2 (£3240) 	<p>And in small groups- see below.</p>	
<p>Small group tuition for children who have been most effected by the pandemic.</p> <ul style="list-style-type: none"> • See above • 1:1 and small group work in line with NHS Speech and Language targets. 	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>

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

Budgeted cost: £5,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> • Class teachers to have parent contact (mini review) with disadvantaged parents half termly and daily contact at handover to maintain good relationships and develop effective parental involvement to improve children's educational attainment and attendance. (TA cover 1 hour per week) majority of funding paid from staffing budget. (£125) • DHT /class teachers to monitor attendance, set and review targets at half termly progress review meetings (1 day per half term) • Admin officer to report the attendance of pupil premium children raising any attendance issues with the HT who will then contact parents to discuss support strategies for improving attendance. • Enrichment activities (Rocksteady) paid for to raise self-esteem and enjoyment of school. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
<p>Support for social and emotional needs in the form of ELSA and regular Time to Talk.</p> <ul style="list-style-type: none"> • YFM (Youth and Family Matters) to provide ELSA sessions as necessary (£500) • TA/ Teacher to provide 1:1 Time to talk session where necessary. 	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2
<p>SCARF is a whole-school approach to promoting behaviour, safety, achievement and mental wellbeing</p> <ul style="list-style-type: none"> • Scarf subscription (£200) 	<p>There's a clear link between children's mental and physical wellbeing, and their attainment. A whole-school approach to mental wellbeing, involving teachers, pupils and parents/carers working together can impact significantly on pupils' wellbeing, behaviour and learning. Further evidence of this link is provided by PHE in their publication Promoting children and young people's mental health and wellbeing: A whole school and college approach.</p>	2

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting children and young people s mental health and well-being.pdf https://www.coramlifeeducation.org.uk/scarf/	
<p>The School will offer a wide range of high-quality enrichment opportunities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> <ul style="list-style-type: none"> • Funding of one extra-curricular club per child • School Trips • In-school PTA activities • Milk • PE kit (£250x19=£4750) 	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> • interventions that focus on parents and families; • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2,4

Total budgeted cost: £34,345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggests that the performance of all children, particularly those with a disadvantage, was lower than in the previous year in key areas of the curriculum. This is despite identified children being in attendance as a priority group during the pandemic. We have therefore re written a new three-year-strategy to take in current findings.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of teaching videos and activities through an online platform Google Classroom including high quality verbal feedback.

We also ensured all of our disadvantaged children had access to a laptop during partial school closures and where necessary, provided a bespoke programme for those with an EHC plan or in need of social and emotional regulation support.

Our assessments and discussions with parents indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. This was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and their parents and targeted interventions where required. We are building on that approach and adapting our provision with the support of external professionals from Youth and Family Matters, the Clifford Centre, School Nursing Team and Forest Park Outreach.

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

Service pupil premium funding (No forces pupils in the academic year 2020-2021)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We will continue

- To provide short term intervention programmes for underachieving pupils and those with a Special Educational Needs Diagnosis.
- To focus teaching on cut-away teaching and small groups in EYFS and Key Stage 1 to ensure that children have at least age-related expectations in reading (including phonics) by the time they leave Year 2.
- To work with all of our families in ensuring that their children attend school every day and making immediate contact if they do not.
- To inform all parents of their child's attendance percentages and patterns and celebrate positive outcomes and good weekly attendance.
- To reward recognition of excellence in modelling the school learning values via Monster Point certificates and Badges.
- To continue to provide motivational experiences through hooks to learning to support all children.
- To provide wider opportunities through before and after school clubs