

# 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   | Paxton Primary School      |
| Number of pupils in school  | 535                        |
| Proportion (%) of pupil premium eligible pupils   | 24.7%                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Autumn 2021 to Summer 2024 |
| Date this statement was published   | 30.12.2021                 |
| Date on which it will be reviewed   | Summer 2022                |
| Statement authorised by   | J Muhammad<br>Headteacher  |
| Pupil premium lead  | S Gee<br>DHT Inclusion     |
| Governor / Trustee lead   | Anita Hall                 |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £161,710 |
| Recovery premium funding allocation this academic year  | £17,110  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £178,820 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Paxton Primary School it is our aim to ensure that every child, including those from less advantaged backgrounds, can access and progress academically, physically, spiritually, socially, and emotionally. It is our intended aim, to provide the highest quality provision for all children, with the expressed intention of holding the highest aspirations and expectations for all our children. Notwithstanding this, we appreciate the importance of providing additional, specialised and often bespoke support where necessary, for all disadvantaged pupils.

Through our current Pupil Premium Strategy, we work towards ensuring an approach which provides quality first teaching provision for all. It is our aim to ensure we provide fair access to learning and promote high quality outcomes for all children, including disadvantaged groups. We stand on the premise that we make no assumptions relating to disadvantaged children, but ensure that the required support is available, based on our comprehensive knowledge of the community we serve.

Our principles are based on equity of provision and removing barriers to success, for all children. This is evidenced in:

- A commitment to quality first teaching, within the classroom, which provides all children with a rich and engaging curriculum and promotes success for all, including disadvantaged children.
- A whole school ethos and approach toward achievement, respect and caring as a platform for all to feel empowered in their learning.

We seek to ensure that EYFS provision is excellent, to close the gap between disadvantaged and non-disadvantaged, at the earliest point of the child's learning career.

All interventions are evidence based, and follow on from meticulous assessment and review; which are both diagnostic and strategic.

Our approach will be both robust and responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Our strategies will not be based on assumptions about the impact of disadvantage. We will seek to ensure all approaches are dovetailed, so as to provide a consistent, comprehensive and cohesive package of support, where needed.

To ensure these approaches are effective, we will:

- ensure disadvantaged pupils are consistently challenged in the work that they're set
- ensure we intervene effectively and offer early support, at the point need is identified
- promote and monitor the adoption of a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our assessments, observations, and discussions with and relating to pupils, indicates (among our most disadvantaged cohort), children beginning their learning in EYFS are attending with significantly delayed speech and language, listening and attention skills. This impacts on their readiness to learn and access at the earliest points of development.   |
| 2                | Our assessments, observations, and discussions with, and relating to pupils, indicates disruption to learning, due to school closures, has resulted in all children, but particularly those from disadvantaged backgrounds being negatively. Pupil referrals, by teachers and our Family Services Officer, along with self-referrals by families, has also increased.   |
| 3                | Our assessments, observations, and discussions with and relating to pupils, indicates that our children generally; including many from disadvantaged backgrounds display an elevated level of social and emotional challenges. These for our most disadvantaged can compound existing barriers to learning and accessing curriculum.  |
| 4                | Our assessments indicate significant gaps in attainment and progress in reading exist between disadvantaged and non-disadvantaged children. This includes both access to resources outside of school and developing the skills to fully access their learning. This has resulted in significant skills and knowledge gaps emerging between disadvantaged and other pupils, which if not addressed will continue to widen. |
| 5                | Assessments, observations, and discussions with and relating to pupils, also indicates significant gaps in attainment and progress in writing exist between disadvantaged and non-disadvantaged children throughout the school.   |
| 6                | Assessments, observations, and discussions with and relating to pupils, also indicates significant gaps in attainment and progress in maths exist between disadvantaged and non-disadvantaged children throughout the school.   |
| 7                | Our attendance data over the past 3 years although generally high and improving shows disadvantaged pupils remain disproportionately underperforming. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and that these pupils are disproportionately represented amongst those persistently absent.   |

## 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>All children, including those identified as disadvantaged can access school life and learning, Specific interventions are in place and effectively supporting pupils, this will be evidenced by children acquiring the skills necessary to ensure closing of identified gaps in speech and language skills.</p> | <p>Rapid and accelerated progress through tracking of speech and language groupings, teacher conferencing and through scheduled monitoring round. This will be augmented by daily learning walks and observation in the classroom and at play, of key pupils. Children will be fully engaged and readily able to access their learning opportunities and wider school life.</p>   |
| <p>Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in reading.</p>   | <p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>   |
| <p>Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in writing</p>  | <p>KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>   |
| <p>Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in maths.</p>   | <p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>   |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and evidence a developing culture of pupil empowerment and ownership of learning, for all pupils.</p>   | <p>Sustained high levels of wellbeing from 2024/25 will be demonstrated by heightened monitoring and profile:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying, supported by peer mediation and staff</li> <li>• a significant increase in participation in wider elements of school life and involvement (including widening of enrichment activities, particularly among disadvantaged pupils) by also optimising parental engagement and involvement.</li> </ul> |

|  |   |
|--|---|
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li><li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</li></ul> |
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## 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: **£71,528**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Letters and Sounds phonics scheme in place for all EYFS and KS1 children. All staff have attended specific CPD to ensure high quality consistent approach taken to phonics. This is led and quality assured by middle leaders.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches</p> | <p>1, 2, 3 and 4</p>          |
| <p>Purchase of phonics readers for children to access reading books in line with their phonological awareness both at home and when reading at school.</p>  | <p>Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practice their phonological awareness with books at the correct instructional level.</p>   | <p>1, 2 and 4</p>             |
| <p>Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2 and 3. Coordination, monitoring and support for this programme is an integral part of the reading specialist team across the Federation and reading team within Paxton, specifically.</p> | <p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This is a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.</p>   | <p>3 and 4</p>                |
| <p>Destination Reader programme in place from Year 2/3 upwards throughout the school</p>  | <p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p>  | <p>3 and 4</p>                |

|  |  |               |
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| <p>This is led and quality assured by our ML for reading.</p>  | <p>This programme has been embedded and progress in books and children’s effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.</p>   |               |
| <p>Maths Mastery is embedded as a pedagogical approach across the school. Our Maths Middle Leadership (ML) offers opportunities for support, CPD, coaching and modelling to other teachers.</p> <p>This is underpinned by regular and differentiated whole-school CPD</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3.</p> <p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>   | 5             |
| <p>ML for writing leads on improving and embedding pedagogy for writing, promoting use of talk for writing approach and planning around high-quality texts to improve vocabulary and provide quality models and stimulus for writing. ML offers opportunities for CPD, coaching and mentoring.</p> <p>Regular CPD underpins this, with additional focus on CPD of early career/ECT/NQTs +1 to support with effective writing delivery.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy</a></p> <p>EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil’s language capabilities for writing.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.</p> | 2, 3, 4 and 5 |

|   |  |                         |
|---|--|-------------------------|
| <p>Review and implementation of new behaviour policy based on relational approaches and behaviour as communication. This is targeted to support disadvantaged children who struggle to regulate (including S &amp; L deficit), with this proving a subsequent barrier to their access to learning. Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties. This was developed by the federation wide behaviour team made up of members of staff trained in trauma-informed approaches and experience of working with children with SEMH needs. The training ensures adults take a relational approach when engaging with children and understand behaviour as a form of communication.</p> | <p>Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.</p> | <p>1, 2, 3, 4 and 5</p> |
| <p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.</p>   | <p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>   | <p>1 and 6</p>          |
| <p>Specialist music teaching for all pupils. Specialist music teachers</p>  | <p>Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies</p>                  | <p>1, 3, 4, 5 and 6</p> |



|   |  |                     |
|---|--|---------------------|
| run weekly singing assemblies for all pupils.   | also support children's language acquisition and development.  |                     |
| SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.   | As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. Whole-school resources are provided to support communication (communication friendly strategies) and this remains high-profile across the school via displays etc.  | 1 and 3             |
| Review and adaptation to school's approach to monitoring, refining monitoring model to target specific improvements to quality first teaching and feedback to children to impact on lower-attaining children and appropriate support and coaching led by MLs.   | Quality first teaching and feedback to children are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.  | 1, 2, 3, 4, 5 and 6 |
| <p>Careful focus and addressing of attendance at all levels as a whole school focus (including identifying issues and proactively resolving and removing barriers)</p> <p>Monitoring and meticulous recording and application of systems for optimising pupil attendance.</p> <p>Sharing of individual and whole school targets with parents</p> <p>Discussion and monitoring of attendance as part of wider monitoring and pupil progress discourse</p> <p>Timely investigation and support package around poor or persistent absence through parental engagement.</p> | <p>A robust system for monitoring and recording attendance is dovetailed with a schedule of assessment and review of whole school and individual attendance against targets; which are shared with all stakeholders as appropriate.</p> <p>Attendance review meetings are held alongside fortnightly Safeguarding review meetings which enables effective monitoring and daily interventions and recording to be regularly captured and assessed. This provides additional rigour to daily protocols. As well as ensuring timely communication and action by all stakeholders is coordinated, effectively.</p> | 2, 3 and 7          |

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

Budgeted cost: £ 71,528

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Teacher-led phonics interventions in Years 1 and 2 based on Letters and Sounds approach to target the children with the widest gaps in learning.</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br/>Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches</p> | <p>4</p>                      |
| <p>Early identification of S&amp;LT needs targeted in EYFS by Chatterbugs programme. Induction and training for staff on NELI programme. All staff receive regular and appropriate CPD and coaching to ensure best-quality of delivered.</p>               | <p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>   | <p>1</p>                      |
| <p>Creative Arts therapy and TiS approaches to support mental health delivered by therapists and TiS trained HLTA. This supports children with SEMH barriers to learning to access specialised support to build their ability to emotionally regulate.</p> | <p>Supporting children’s well-being and mental health through relationships and relational approaches. This is highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.</p>   | <p>2 and 3</p>                |
| <p>Targeted evidence-based intervention interventions e.g. precision teaching and target readers for identified children to support them to close gaps in learning.</p>  | <p>Using diagnostics-based assessment to inform appropriate interventions and strategies to be taught, in precision-based teaching sessions. This has supported the underpinning of core skills, raising pupil confidence and promoting greater and deeper access to the curriculum at point of need.</p>  | <p>4</p>                      |

|  |  |               |
|--|--|---------------|
| Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs.                      | Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children. | 1 and 2       |
| Targeted HLTA and TA support in class and for focused interventions  | MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Lego-therapy, target readers, precision teaching.  | 1, 4, 5 and 6 |
| Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs/TAs to support with SEMH need | Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.  | 3             |

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

Budgeted cost: £ 35,764

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Dedicated FSO (Family Services Officer) who's role on each site is to support families, to support their children, to achieve best possible outcomes as young learners. | Importance of holistic view to addressing social and emotional barriers to children's attendance, learning and enjoyment at school.  | 2, 3, 6 and 7                 |
| Implementation of new attendance analysis and procedures to better identify key groups and provide targeted support.  | Large body of evidence shows what a detrimental effect poor attendance at school has on children's attainment and progress. Importance of early intervention and working with families to prevent persistent absence.          | 2, 3 and 7                    |
| Partnership with Future Men for a full-time project worker across all the sites in the federation.  | Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc. | 2, 3 and 7                    |

|   |   |                |
|---|---|----------------|
| <p>Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, NQTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g. reducing down bullying.</p> | <p>Evidence-base from a range of research as referred to by PSHEE Association.</p>  | <p>2 and 3</p> |
| <p>Whole school ethos of Achieve, Respect &amp; Care underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and well-being.</p>  | <p>These are evidence-based programmes that have staff have received training in to support with conflict and emotional regulation.</p> | <p>2 and 3</p> |

**Total budgeted cost: £178,820**

## 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.

Due to ongoing disruption and the specific challenges presented by the current Covid-19 pandemic, and the disruption caused to pupils' education due both to absence from school of staff and pupils and the adjustments to provision both onsite and remotely, since our return in March 2021, the strategic implementation and delivery of our pupil premium strategy has been tested and required continual revision and adaptation.

By the end of the 2020/21 academic year internal assessment data; supported by teacher assessment, indicated a general fall in levels of progress and attainment. This was across all groups of children, when measured against age related expectation and greater depth, in comparison to performance in previous years. Most noticeably, this fall in levels of progress and attainment was most noticeable across our EYFS and KS1 cohorts, with disadvantaged children being significantly outperformed by other groups, across the school.

The impact of a fractured and therefore heavily compromised level of provision in the previous academic year, has been most acutely felt by our disadvantaged and most vulnerable pupils, particularly those at the intersection of these two groups. The challenging circumstances required us as a school community to make a series of adjustments and strategic refinements over time, to our educational provision. The requirement to develop and improve our remote offering was undertaken through consultation with all stakeholders and careful consideration of our intended offering to provide a holistic remote learning provision, to meet the varied and complex needs of pupils, both educationally and the social and emotional considerations we had identified. Much of this work was done at a Pan-Federation level with input and expertise from SLT across sites and our in-house IT specialists. This process included consultation with our stakeholders, which allowed us to ensure a high level of engagement and a broader sense of ownership and confidence amongst our stakeholders, as related to the offer. Our remote learning offer for KS1 & KS2 was a combination of live lessons buttressed by resources from Oak National Academy.

EYFS accessed remote learning through the Tapestry platform, which also included daily live 'catch-ups' for small groups of children plus whole class story times, led by staff. This proved highly effective in terms of engagement and prioritising pupil well-being, as well as providing valuable insight, which assisted in our efforts to maintain close, daily contact with our disadvantaged and more vulnerable pupils.

Maintaining our commitment to quality first teaching for all pupils, we were then able to provide additional support specifically for pupil premium and more vulnerable children, who were as part of their daily time-table; taught by both teachers and highly skilled, teaching assistants.

The additional provision of 1:1 targeted intervention by SENPs continued online, to meet the needs of pupils currently accessing Speech and Language support, was bolstered by the 1:1 targeted provision, from the Creative Arts Therapy team. Our Reading Lead (and wider team) based at Paxton, oversaw the acquisition of an online reading resource which we made available to all the children. This proved largely successful in mitigating issues of pupil access to targeted and appropriately levelled, reading materials. The use of TEAMs provided additional opportunity to use and establish 'break-out rooms' as a facility for providing additional targeted intervention and support, which would otherwise have been lost. Our commitment to providing an offering which considered and met the needs of the whole child was motivated by our recognition of the importance of meeting and maintaining the physical and mental health, of all pupils. The inclusion of daily physical activities was built into our core offer and provided valuable structured activities for those families accessing their child's learning remotely as well as those on-site.

A significant investment of resources and practice ensured ever increasing confidence amongst staff in the creative and effective use of MS TEAMs. The auditing of pupil access to devices was done with speed and efficiency, to ensure additional devices and peripheral equipment provided all pupils with a means of ready access to remote-learning. We continually assessed the success of this model, through questionnaire and targeted contact and daily 'check-in' with our most disadvantaged and vulnerable pupils. In instances where the agreed expectations for engagement were not met, these children were invited on-site. Our Federation IT specialists, in partnership with on-site 'Staff Tech Champions' provided additional 'trouble shooting' sessions and personalised support for staff and pupils, at point of need. This enabled us to maintain and meet the expectation of full pupil engagement in our high-quality provision, which ensured our expectations from all stakeholders, of the highest standards of on-line safety were taught and maintained.

Where for particular families these mitigations did not alleviate issues such as struggling with scheduling several children at once, or supervision of remote-learning was proving problematic, we provided hard copies of work to augment a bespoke time-table of engagement with online learning activities. In this way we empowered families to support their children at home. The online provision was used to monitor attendance, with registers taken at the commencement of morning and afternoon sessions. We were thus immediately able to identify and contact families of children not attending on-line learning. SLT, SENDCo and FSO worked effectively to telephone and reach out to these families, ensuring that in-house information gathering was recorded and disseminated efficiently. Due to robust systems and processes in place to facilitate the use of our remote learning offer, attendance of our disadvantaged children onsite and/or remotely was generally high, however these children were more likely to lose valuable learning time, due to domestic issues such as childcare difficulties, lack of internet access and IT difficulties. In addition to this pre-existing concern around housing and broader accommodation have been exacerbated over the course of the pandemic, and absences have increased sighting poorer health outcomes and illness.

The impact of COVID on the mental health and well-being on all pupils, particularly disadvantaged pupils is not to be underestimated. The intersectionality between the work demands on disadvantaged families, difficulties with accommodation and childcare as well as health issues arising in households due to many families including key workers, has disproportionately impacted on an already vulnerable cohort in particular, but our wider pupil

population more generally. Our pupil premium strategies of the past year and a half, have therefore been modified appropriately and continually revised to address this change in landscape. Specific CPD has been provided throughout, to support staff to understand and address how unmet social and emotional needs impact the attainment and progress of children. Key staff have been trained as 'Trauma informed' practitioners and have worked with colleagues Pan-Federation, on the production of a recovery curriculum to support pupils to manage the impact of COVID when returning to school.

This approach used evidence-based strategies and processes that recognised and addressed the needs that had developed as a direct result of experiencing lockdown. Dedicated training was given to all staff that addressed not only the activities that would be supportive of the children's needs but provided the academic and scientific basis behind this approach. Observations, discussions with pupils and staff suggest that this strategy continues to have a positive impact.

Teachers through baseline assessments and Pupil Review Meetings have shown huge skill and insight in continually adjusted planning, so as to identify and close gaps in children's knowledge and understanding. The skills and learning acquired will continue to underpin our commitment to meet our current targets and ensure the best possible outcomes for all children in our charge.

## 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 (optional)

*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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*