

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021/2022 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 (2020/2021) spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Mayfield Primary School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023 & 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Glyn Denton (HT)
Pupil premium lead	Rachel Hinchliffe
Governor lead	Mark Burge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,810
Recovery premium funding allocation this academic year	£14,754
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£146,564

Part A: Pupil Premium Strategy Plan

Statement of Intent

The core intent for all our pupils is well established and accessible across the website and our many documents. This is, quite rightly, universal and inclusive of our objectives for all our pupils and the context of post-lockdown recovery learning. Below we have highlighted some aspects that very specifically relate to our disadvantaged group, their traits, their needs and the impact of lockdown upon these, remembering that close to 50% of our total current children in school form this group. These aspects within our intent statement are drawn from closely understanding each individual. These are drawn from watching children learn. These are drawn from our children and how they presented upon lockdown return. To meet the challenges we must create the antidote. This strategy is the first step towards that. So...

We know our children must be the busiest people in any room. They must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible for them. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours.

So we wish to see our disadvantaged children receiving, and engaging with, this intent for our teaching, learning and behaviours each and every day. In this climate for learning we can then meet the challenges set out in this document as far as possible and with the greatest impact possible and with the aim of seeing the maximum impact of our planned actions and use of funding. This is our overriding objective.

Our strategy operates within the scope of our wider School Development Plan and is integral to this. Our planned actions within our Phase Two SDP are formed within three main priorities. These are called: Classroom Craft; Curriculum Craft; Leadership Craft. This strategy targets the majority of our children and therefore any plans must be considered and adopted within the wider school planning. Therefore this strategy completely intertwines with all other planning documents for the school's next stage in development.

Our approach will be responsive to common challenges and individual needs, rooted in detailed analysis and reflection, and not accepting mere generalised assumptions about 'disadvantaged pupils'. The approaches we have adopted complement each other to help pupils make sustained progress. To ensure they are effective we must ensure: that strategies are implemented consistently over time; act early to intervene at the point that need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We are, as our core intent sets out, a school that is responsive to need and will not be afraid to change or adapt to meet that need. This strategy will adopt that approach. We analyse the impact of our work by watching our children work, chatting with them about their learning and experiences and ensuring that gradual development of leaders across school means that responsibility is not the domain of one or two individuals, instead it is a collective responsibility but has a stream of monitoring and accountability within this. This strategy is very much focused upon seeing the impact in the classroom and is, in many cases, focused upon high quality teaching at the point of learning. Whilst funding does address other aspects, and rightly so, we have specifically focused the vast majority on outcomes we want to see sustained in learning and the classroom over time for our disadvantaged pupils.

Challenges

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

Challenge Number	Detail of Challenge
1 OUTCOMES	Since the lockdown periods, we have larger numbers of our 'working towards standard' purple attaining disadvantaged pupils, from Y2 upwards, who are not making rapid enough progress to achieve expected standards by the end of KS2 most specifically in writing. This is also linked to the children's oral language skills and, in some cases, phonics difficulties in relation to others within the cohort – as a result a consistent number of our disadvantaged (and other pupils) are working below expectations and, in some cases, making less phonetic progress than aimed for.
2 ACTIVE PURPOSE LEARNING	Monitoring and observations of teaching and learning have highlighted our 'active purpose v learned helplessness' remains a concern with a minority of pupils, many of whom are disadvantaged, within our working towards and least secure expected standard pupils – most notably in reading and writing based activities.
3 ATTENDANCE	After hugely positive impact upon rapidly improving attendance and punctuality for all pupils and notably the % of persistently absent disadvantaged children since Sept 2019, we must maintain momentum. We are conscious of the declining national trend in attendance and the higher rates of absence nationally and we equally face that challenge on a daily basis particularly when linking our pupil outcomes to attendance figures even the context of greatly enhanced school performance.
4 INACTIVITY, CONFIDENCE & SOCIAL AWARENESS	Our parental and pupil discussions and feedback continue to show trends of increased inactivity, limited and poor social interaction, social awareness and personal confidence - greatly exacerbated since the lockdown periods – these are particular traits often shown by many of our disadvantaged pupils and link closely to continued concerns relating to underdeveloped oral and written language skills and displayed by this group and other pupils.
5 LEADERSHIP SUSTAINABILITY	Historical challenges (prior to Sept 2019) that had previously seen school's performance and that of its pupils, most noticeably the disadvantaged group, dip, linked the lack of sustainable leadership capacity to the declining teaching, learning and behaviour within school. In a climate of an aspiring good school, but with budget challenges and social and academic challenges exacerbated by Covid-19 lockdowns, we must ensure that that this threat and potential challenge to school's growth is not allowed to stop and thereby fall into a decreasing cycle of performance focusing upon consistency or provision and outcomes for the pupils – most noticeably our most vulnerable.
6 ASSESSMENT OF STARTING POINT NEEDS	As our new curriculum moves forward, subject leaders have been monitoring how closely the planning and provision can, and does, meet the changing starting point needs of our learners. Both in terms of approach to learning and the content itself. This applies across our curriculum and presents a lasting challenge to all pupils, including our disadvantaged group if it is not responsive to the immediate need. A key challenge is therefore the role assessment, its pre-learning position within a sequence of learning and the use that is made of summative judgements and when these need to be made in order to best inform next steps for all pupils including the disadvantaged group.

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>To sustain and enhance the improvements made to attendance for all pupils, notably our disadvantaged group.</p> <p>3</p>	<p>By the conclusion of the plan cycle period, the overall absence rate for all pupils and disadvantaged pupils continues to be at least in line with national comparisons and thereby sustaining the rapid and significant improvements made previously and <u>within the above context</u>, we aim for the attendance gap between all other pupils and disadvantaged pupils to be no greater than 0.5%.</p> <p>Continue to map the downward trend of % of disadvantaged pupils who are persistently absent. Last figures were 9% (July 2021) of the disadvantaged group which continue to be PA.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>1, 2, 4</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>
<p>Continued improving reading and writing attainment among disadvantaged pupils.</p> <p>1 & 2</p>	<p>By the end of the current plan cycle, KS2 reading and writing outcomes show that from their EYFS, and then KSI, starting points that a greater % of disadvantaged pupils meet the expected standard – thereby adding value and ‘growing the snowball’.</p>
<p>Teaching across the curriculum demonstrates the active use of pre-learning, and latest, assessments in both planning, delivery and outcomes for all pupils, including disadvantaged pupils.</p> <p>6</p>	<p>A clear formative and summative assessment system is in place for all subjects and managed effectively by the Assessment Leader and subject leaders.</p> <p>Triangulated evidence of the quality of teaching and learning demonstrates clear use and awareness of assessed pupil starting points and that our dynamic Classroom Craft systems are being deployed to support this across the school and curriculum.</p>
<p>To achieve and sustain enhanced physical activity, emotional wellbeing and social awareness in our school, particularly our disadvantaged pupils.</p> <p>4</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from monitoring activities: pupil voice; behaviour records; observation of teaching; parental feedback. • Continued low numbers of bullying related incidents – most notably linked to social media behaviours. • Continued increase in % of pupils active in daily wider and extra-curricular enrichment sporting and performing arts.
<p>To achieve a successful, operational delegated model of leadership and responsibility, which allows for the sustained value adding ‘at least good’ provision for teaching, learning and behaviour each day for our pupils.</p> <p>5</p>	<p>School attains a ‘good’ forthcoming inspection and can sustain and build upon this during, and by the end of, this cycle.</p> <p>The four new middle leadership project roles have enabled the embedding of the new curriculum and the Classroom Craft systems.</p> <p>All behaviour management systems indicate no increase or surge in low-level issues or disruption to learning and school life during, and by the end of, the cycle.</p>

Activity in this academic year: 2021/2022

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: £61,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the pre-learning assessment model from mathematics into the 'When I Grow Up' subject areas using the GET TO KNOW methodology.</p> <p>Appoint Curriculum Craft Project Lead to implement the system across school – including modelling and monitoring.</p>	<p>We have focused heavily upon pupil starting points within our vision for what we wish to see in teaching and learning. We have studied the 'activating prior knowledge' aspects of the EEF's metacognition research and will be using this as our first stop in the process of using starting for all pupils including our disadvantaged pupils.</p> <p><u>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</u></p>	6
<p><i>'Effective Use of Teaching Assistants'</i> programme by maximising their practice and subsequent impact within our Classroom Craft T&L Policy.</p>	<p>Our work over the last four years has been based upon the research, findings and recommendations of the two following pieces of work. The DISS Project as an initial thought provoking study for leaders and the MPTA/MITA work as a much more practical tool that directly aids classroom impact with all pupils.</p> <p><u>UCL Institute of Education DISS Project (2009) http://maximisingtas.co.uk/research.php</u></p> <p><u>MPTA & MITA 'Maximising Practice and Impact of Teaching Assistants' UCL 2016</u></p> <p>We also feel that our emphasis within this work focuses upon consistently unlocking the highest impact areas of learning from the EEFs Teaching & Learning Toolkit Measures.</p>	1, 2
<p>The development of the 'Live Marking' philosophy into the next stage of recommendations, training, trialing and monitoring of impact.</p>	<p>We have invested heavily within the principle of 'Live Marking' within our 'Active Purpose' philosophy and the initial findings of the EEF 'Teacher Feedback to Improve Pupil Learning' work is the next stage for this. The redundancy and 'learned helplessness' of some pupils including some disadvantaged pupils remains an underpinning barrier related to Challenges 1&2 and most specifically to writing based activities.</p> <p>This also links to the previous 'Effective Use of Teaching Assistants' activity.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</u></p>	1, 2
<p>Through a bespoke coaching and core training programme for 21/22: develop the thinking time, support and space to develop the 4 PD</p>	<p>The summary of recommendations from the EEF relating to effective professional development as of great use, but not without ring-fenced time, training and a support programme for our current identified project/middle leaders. The programme will enable us to begin focusing with clear time and space upon the mechanisms that drive</p>	

mechanisms outlined in the EEF research. Extensive release funding and coaching money required.	PD and will in turn create our sustainable capacity for a 'good' school to build and develop. EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£50,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at all pupils including significant numbers of disadvantaged pupils who require further phonics support are established across all year groups on a daily basis. Additional EAL group for Y5/6 daily in addition to this.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. Pupil Premium used for our portion of the NTP figure. None of our Recovery Premium has been used for this purpose.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Implement a speaking, performance and language programme across Year 6 (a large disadvantaged cohort) using specialist teaching and LAMDA assessment systems focused upon the oracy of this target cohort based upon assessments undertaken during the Summer Term 2021 return from Spring 2021 lockdown.	Improving Literacy in KS2 has a highly pertinent first aspect. Number 1 is 'Develop Pupils' Language Capabilities' and this came back strongly in our own studies as to how our older children (with a very larger disadvantaged group within this). We knew this was the aspect we had to tackle in the forthcoming year and have considered carefully how we can effectively do this, engage the group and move this phase in improving their literacy forward. EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2
The employment of two fixed term members of supporting staff, designed to specifically work with the	Our concerns were raised further when we explored and began to unpick the Preparing for Literacy recommendations from the EEF.	1, 2

<p>KSI and EYFS children upon their language development. Focusing specifically upon those identified as of most concern post lockdown return – these are overwhelmingly from the disadvantaged cohort.</p>	<p>Far from being able to stretch beyond this, the research further highlighted the traits shown in a significant minority of children in relation to underlying reasons why their literacy progress was slower than that of their peers and that their overall attainment was stalling in relation to our aspirations.</p> <p><u>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</u></p>	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£32,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and supporting parents – including wellbeing and attendance.</p> <p>Family Learning Mentor – Continued investment in role and with clear brief upon Challenge 3.</p> <p>- Internal Multi-Agency Team Funding</p>	<p>We know from the impact of this PPG funded role during the previous two academic years 19/20 & 20/21 that this role is key to a) positive engagement from harder to reach families and b) the subsequent improved attendance from the families that are targeted for support and monitoring by the FLM.</p> <p><u>Evidence of rapid improvements in attendance since September 2019 for disadvantaged and all children shows us that the first day rapid intervention and work of a Family Liaison (FLM) has been key to this improvement. This will remain but with a highly threshold for intervention as we target the next layer of attendance improvements.</u></p>	<p>3, 4</p>
<p>Continued development of lunchtime 'Play Zones' within the Fit to Learn' offer.</p>	<p>This continues as part of our longer term investment in more productive and active lunchtimes for a large group of pupils including many disadvantaged pupils. The work upon this links back to initial implementation of a similar system in the Headteacher's previous setting (St James'). <u>Work verified as adding significant value during the school's (St. James') last Ofsted and SIAMS inspections.</u></p>	<p>3</p>
<p>The refining of mini-nurture provision and the development of the role of the nurture lead practitioner within school ready for our 2021/2022 cohort.</p>	<p>Whilst the Ofsted Survey Summary and its Key Findings below is now some years old, we believe that this report continues to have strong value and resonates strongly with our context, the focus for our work, the needs of a small number of pupils (of which the majority are disadvantaged) and has proven to work successfully in both this and other settings linked to the current school leadership. We have used this as a basis and reference point for effective provision in our use of this strategy.</p> <p><u>Supporting Children with Challenging Behaviour Through a Nurture Group Approach (Ofsted: July 2011)</u></p>	<p>4</p>

Contingency/Emergency Deployment Fund (Challenge Number:4 & Challenge Number:3)

School also held **£3000** in order to support the access of families, including disadvantaged families, as required, to uniform, curricular enrichment and non-curricular visits. This emergency fund allows for rapid deployment and is reviewed annually. This includes the school's 'sponsorship' of some disadvantaged pupils to enable their participation in our music and drama events and groups.

Any remaining funds at January 31st are then re-deployed to support the activities outlined previously in each section. **£3250 was used, with school adding additional £250 during the year to the initial £3000.**

Total budgeted cost: £146,950

Part B: Review of outcomes in the previous academic year: 2020/2021 **Pupil Premium Strategy Outcomes**

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

ENGAGEMENT AND IMPACT DURING PARTIAL COVID CLOSURE: JANUARY – MARCH 2021

The Multi-Agency Team – led by Inclusion Manager, DSL and Family Learning Mentor deployed daily to ensure engagement and compliance from all targeted PPG families during the partial closure period. The full engagement of every family, their contact and engagement with school and the consistent attendance in school of every child that needed this and was identified as needing this provision stands as a huge area of impact in relation to our disadvantaged narrative during this time. Every PPG child that was identified as needing to be in school during this time – attended school. Any days of absence were tracked, supported, challenge where necessary and fully accounted for. In instances where PPG children worked remotely – daily and weekly communication was maintained according to levels of engagement demonstrated through completion of the remote learning curriculum.

School created its own Autumn Term contingency plans for remote learning and deployed these upon the January 2021 closure. This involved school identifying and preparing a full suite of laptops and iPads ready for immediate distribution upon any bubble or wider school closure period. As a result of this work, school was able to swiftly introduce its remote learning offer without any delay ensuring the best possible continuity of provision.

School remained open every day INCLUDING ALL SCHOOL HOLIDAYS to ensure that all identified PPG and other ‘vulnerable’ children had support for learning, social time together, adult intervention and a warm meal. All staff worked from school during this time adhering to social distancing risk assessment requirements – teachers remained available for tuition time with targeted PPG children during this period. This was undertaken within a safe, socially distanced space.

Full details of the extensive remote learning offer, its enhancements from partial closure I during Summer Term 2020 and the continued enhancements during January, February and March 2021 are captured on the dedicated, archive tab relating to this period on our website.

ACADEMIC PROGRESS & RECOVERY DURING 2020/2021

After two periods of sustained partial closure and reduction in provision, school will not quantify progress in data in this document. However, school has continued to track progress throughout this time using its existing transition data systems and targets and these are available upon request or discussion with SLT. Families received end of year progress and attainment updates in their statutory reports. This was in context of the lost term and the recovery term that followed.

The work of school during the later stages of the second partial closure period focused upon the imminent re-opening and the importance of providing an antidote ready environment to the climate and behaviours fostered during the prolonged absence from regular classroom face-to-face learning. Senior leaders formed a task group to establish which detrimental behaviours school may need to respond to and which behaviours we needed to re-establish (with a particular focus upon our PPG cohort – whether this be in a school based partial closure setting or at home).

School identified a number of areas that required recovery through its re-structured and re-aligned classroom and curriculum craft. This involved extensive work upon independence, stamina, response to feedback and children’s speaking, writing and social behaviours. These proved to be the salient aspects of the task group’s work.

Staff undertook an extensive programme of training in readiness for this and the second phase SDP was formed and re-aligned to reflect the necessary changes identified during this work. As a result, school re-opened in March focusing entirely upon the above identified areas in a three week reintegration and readiness period.

The appointed Behaviour Practitioner developed a nurture provision with full timetable for a core group of identified PPG children with specific individual barriers to accessing learning. This cohort had received less consistent provision until the investment in this area. As a result of this intervention programme, all 5 members of this group are now fully accessing their daily timetable in class without concern. This has been a notable area of success as the PPG nurture group move into the ‘post-nurture’ phase. During Parent Voice feedback all families articulated their strong feedback on the quality of the nurture programme for their children and the difference it was making to both the children socially and academically.

The mathematical impact for the targeted action plan work in this area – although harder to quantify in data over time in this disrupted year – can be measured through the monitoring of provision and outcomes in books. With a specific target for the PPG children to access ‘green expected standard challenges’ in over 75% of activities, the monitoring of books showed that the group met and exceeded this figure within each of their Summer Term units across the target year groups 3, 4 & 5. Whilst, on average

under 20% of time demonstrates ‘purple working towards outcomes’ for a minority – in relation these children’s starting points on entry to KS2 – this still demonstrates sustained progress.

ATTENDANCE IMPACT SUMMARY

We have seen strong, sustained improvement in disadvantaged pupil attainment since last inspection and this has seen a sharp upward trend in 2020/2021.

Disadvantaged Attendance: 96.42% Other Pupils: 97.45%

Whilst below other pupils, the 96.42% figure is above the last national comparisons. The other pupils group is way above last national comparisons and the gaps has closed over three years to 1% rather than nearly 3%. This is therefore an outstanding area of rapid progress with high benchmarks established – this demonstrates the impact of our sustained strategies to positively, and where necessary, strongly target improved attendance for a large group of disadvantaged families.

18 children formed part of our ongoing attendance improvement group due to PA attendance triggers. 15 children are now out of this category with hugely increased attendance. Only 3 children now remain in this category – one of which is due to a long term medical condition which school is supporting and the other 2 continue to receive concerted, external engagement – one of which has shown a 5% increase in attendance during the last 5 terms. Again, we feel this demonstrates strong impact from starting points and justifies continued investment in our current approach, staffing levels and systems.

SOCIAL & EMOTIONAL DEVELOPMENT

Mayfield has continued to see a rise in the social and emotional ‘well-being’ needs of the pupils across school – most notably for those children arriving at Mayfield within year. 61% of the children arriving since September 2020 are currently, or have recently been, engaged with external agency support and school based intervention in their previous settings. This continues to add to the work of our Safeguarding, Nurture and Pastoral teams and requires us to use our resources creatively. This is within a school climate of a reducing budget and our ongoing staffing re-structure. We are proud of the way that our school responds to the huge levels of need arriving into this disadvantaged group and finds ways of deploying staffing and funds in this ever-changing, unpredictable context.

This year has seen the continued expansion of the Nurture Programme and Nurture Room and relaxed meeting space which we have evolved to meet the needs of a specific group of children who found a post-lockdown return to the classroom unachievable. These children were able to work together as a small group, developing their social skills whilst following a personalized curriculum. The room was altered to mirror the changes made to classroom layout and their day echoed the same routines, which was vital in preparing them for their eventual classroom return. This work was highly regarded by the Inclusion Team at the local authority and was used as evidence in securing Education, Health and Care Plans for 40% of the pupils who used it regularly. Parents of children using this space have all given very positive feedback and been grateful for the way we have been flexible in meeting the needs of their children. We have also continued to use this relaxed meeting space for difficult conversations/meetings with hard to reach families who are finding it easier to engage and have a safe ‘reduced barrier’ space to talk and confide.

The ‘Fit to Learn’ lunchtime with its play zones and nurture lunches has had significant targeted use of PP funding as it has continued to evolve and has seen a huge decrease in lunchtime based ‘social and emotional CPOMs events’. Indeed this is now almost at zero on a weekly basis. It has made a massive difference in targeted pupils’ readiness to learn. The structured small group activities are also helping these pupils to develop their social skills and resilience, which is in turn reflected in classroom behaviour. Despite the necessary reduction in its use during Summer Term 2021 due to Covid-19 Risk Assessment requirements this will hopefully reach its full capacity again early in Autumn Term 2021.

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
LAMDA (Choral Speaking – as part of the wider Y6 language programme.)	

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Funding received for 3 pupils (Based upon previous census information): £960</p> <p>A school counsellor was contracted to work with children across the school year and offer 1-2-1 sessions and input to lead colleagues across school. This happened almost weekly throughout the academic year. This work was managed by the Inclusion Leader and supplemented daily with the Family Learning Mentor.</p> <p>Two members of this group have also formed part of a necessary phonics catch-up group in addition to the phonics activities outlined. This has been in response to returning baseline assessments made after the Spring 2021 lockdown period. These have been with an identified colleague released from their usual duties and these duties were then ‘backfilled’ accordingly.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The Family Learning Mentor, Multi-Agency Support Team and Teachers observed and recorded reduced numbers of time lost in learning due to well-being related anxiety within this group throughout the year. This included strong attendance for all pupils.</p> <p>Summative assessment information (although far less reliable because of the significant and prolonged disruption) noted that all four had made progress in line with their significantly revised targets in each core subject area – relative to, and accounting for, lost learning and the gaps within this.</p>