

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2021 to 2022 academic year 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                                                             | Hiltingbury Junior School |
| Number of pupils in school                                              | 384                       |
| Proportion (%) of pupil premium eligible pupils                         | 7.8%                      |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2022               |
| Date this statement was published                                       | Nov 2022                  |
| Date on which it will be reviewed                                       | Jan 2022                  |
| Statement authorised by                                                 | Zoe Loosemore             |
| Pupil premium lead                                                      | Juliet Preston            |
| Governor / Trustee lead                                                 | Rachel Martin             |

### Funding overview

| Detail                                                                                 | Amount  |
|----------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                    | £24,450 |
| Recovery premium funding allocation this academic year                                 | £3,230  |
| School Led tutoring funding allocation this academic year                              | £2,025  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0      |
| TOTAL:                                                                                 | £29,705 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Hiltingbury Junior School we aspire to equip our children as life-long learners, ready to take on the challenges of their journey each year. Our WE CARE learning skills and our community values are embedded in all our practice. Equally important is recognising that each child is an individual, with their own personalities, interests and worries. We always aim to provide an environment where everyone feels safe, valued and respected.

Our Pupil Premium strategy is based upon the following principles:

### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard. We communicate effectively with parents and involve them in discussions about their child's support

Leaders, teachers and other adults understand their role within the school's strategy

### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

There is recognition that the interventions funded by the Pupil Premium Grant are just on part of the strategy to tackle disadvantage – it is the many thousands of interactions over a child's school career that shape outcomes.

### **Meeting individual learning needs**

We know our disadvantaged pupils as individuals. There is a strong understanding of their barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

**Data-driven**

The progress of disadvantaged pupils is closely tracked and discussed at pupil progress meetings and Pupil Premium review meetings so that children at risk of underperformance (be they low or high previous attainers) can be identified and effective actions implemented and regularly reviewed.

**Clear, responsive leadership**

A Strategy Group, which includes senior leadership and a governor, reviews the overall effectiveness of strategies at the end of each academic year.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed half termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

**Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | The majority of disadvantaged pupils did not achieve age related expectations in reading, writing and maths in the 2021 2022 academic year and have gaps in their knowledge and understanding due to the coronavirus lockdown.                                                                         |
| 2                | A high proportion of our disadvantaged pupils were low attainers at KS1 and lack confidence in reading, writing and maths. They need a curriculum that builds sequentially in small steps with effective scaffolding and provides plenty of opportunities for them to achieve mastery of basic skills. |
| 3                | Some children have emotional and behavioural support needs that, if not addressed, can be a barrier to being able to focus on their learning.                                                                                                                                                          |
| 4                | Poor attendance and lateness impacts upon the achievement of some pupils.                                                                                                                                                                                                                              |
| 5                | Personal finances can be a barrier to opportunities such as extracurricular clubs and educational visits that enhance wellbeing and build cultural capital.                                                                                                                                            |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Close gaps in previous years' curriculum caused by national lockdowns.                                                     | <ul style="list-style-type: none"> <li>● Children's individual gaps highlighted in their tracking documents with appropriate interventions in place to ensure children make progress.</li> <li>● INSIGHT tracking of areas identified as gaps to show that disadvantaged pupils are becoming secure with these concepts.</li> <li>● There is clear evidence of disadvantaged pupils making progress with triangulated evidence from book scrutinies, lesson observations, and pupil conferencing.</li> </ul> |
| Increase number of disadvantaged pupils who are secure with their year group's expectations in reading, writing and maths. | <ul style="list-style-type: none"> <li>● There is an upward trend in the number of disadvantaged pupils achieving age related expectations in the core subjects.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| Pupils show learning behaviours that enable them to perform at their best in the classroom.                                | <ul style="list-style-type: none"> <li>● Behaviour records show a decrease in entries involving disadvantaged pupils.</li> <li>● Pupil interviews show children feel settled and supported in the classroom.</li> <li>● Learning walks show children to be supported and achieving.</li> </ul>                                                                                                                                                                                                               |
| Actions are taken to support families increase attendance and punctuality.                                                 | <ul style="list-style-type: none"> <li>● External agency support</li> <li>● Conversations with parents to support and challenge attendance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |

## 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: £5,505

| Activity                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Refine whole school maths mastery pedagogy and develop children's conceptual understanding through the use of CPA and reasoning activities</p> <ul style="list-style-type: none"> <li>● Maths readiness course for 2 teachers who take a lead on maths in their year groups</li> <li>● Maths team planning mornings to ensure progression, and sharing of ideas.</li> </ul> | <p>OFSTED's 2021 review of mathematics that a feature of high quality mathematics education may be: 'School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.'</p> <p>The EEF's 2017 report 'Improving Mathematics in Key Stages Two and Three' recommends specific teaching of strategies for problem solving.</p> <p>Research by Nunes (2009) identified the ability to reason mathematically as the most important factor in a pupil's success in mathematics. Lesson observations in our school have identified this as an area that children find difficult and where teachers would benefit from professional development</p> | <p>1, 2</p>                   |
| <p>Develop whole school text led reading pedagogy to ensure all children enjoy reading, are fluent and confident in using and applying a range of reading strategies</p>                                                                                                                                                                                                       | <p>43% of our children eligible for Pupil Premium are identified in our school list of the lowest 20% of readers in the school, with another 10% on a watch list.</p> <p>The absolute importance of being able to read confidently is highlighted in the Early Years Reading Framework (2021) In his book 'Closing the Reading gap' (2020), Alex Quigley refers to the importance of training teachers in the teaching of reading and developing a coherent and cumulative reading rich curriculum with plenty of modelling and scaffolding. This echoes research by the EEF (2017) that highlights the need to support readers to become fluent readers and to</p>                                                                 | <p>1, 2</p>                   |

|  |                                                                                |  |
|--|--------------------------------------------------------------------------------|--|
|  | develop reading comprehension skills through modelling and supported practice. |  |
|--|--------------------------------------------------------------------------------|--|

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

Budgeted cost: £8080.20

| Activity                             | Evidence that supports this approach                                                                                                                                            | Challenge number(s) addressed |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Tutoring - either 1:1 or small group | Research from the EEF points to the effectiveness of 1:1 and small group tuition, particularly if linked to classroom content and specifically targeting pupils' learning gaps. | 1,2                           |

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

Budgeted cost: £ 16,1445.70

| Activity                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| ELSA                                                                                       | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning programmes, such as Thrive, can lead to learning gains of +4 months over the course of a year. When children are calm and well regulated, they are better able to learn. Some children benefit from additional time to discuss and rehearse strategies and this can be provided within ELSA sessions. | 3                             |
| Thrive training to enable the rollout of the Thrive programme, initially in Year 3.        |                                                                                                                                                                                                                                                                                                                                                                                                                   | 3                             |
| Subsidised Extra curricular activities e.g after school clubs music lessons, school visits | Opportunities to participate in school visits that enhance and complement the curriculum are essential to ensure access to the whole curriculum. Whilst evidence for the impact of these interventions on academic attainment is limited (EEF), there are other benefits in terms of physical health, wellbeing and the building of cultural capital.                                                             | 5                             |

|                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p>Additional support for welfare and attendance concerns e.g places in after school club and holiday provision</p> | <p>Good attendance is crucial for attainment and progress to improve.</p> <p>The school holidays can be a source of stress for families with financial difficulties and there is an increase in reporting of safeguarding concerns over this time (NSPCC). Disadvantaged pupils in our school do not always enjoy the same opportunities in the holidays as their more fortunate peers.</p>                                                                                                                                                                                                                     | <p>3, 4</p> |
| <p>Additional support for children with particular behavioural challenges</p>                                       | <p>Research by the EEF suggests that targeted support has a positive impact as it increases the time a pupil can spend learning. The EEF Guidance report on Behaviour (August 2021) highlights the importance of pupils being able to build a supportive relationship with a member of staff.</p>                                                                                                                                                                                                                                                                                                               | <p>3</p>    |
| <p>Strategy group meetings</p>                                                                                      | <p>The EEF describes successful implementation of the pupil premium strategy as a carefully staged process that takes time, rather than a one-off event. The strategy needs to be aligned with other school development plans and existing practices to ensure a sustained impact. It also needs to be continually monitored and evaluated with adaptations where necessary. Provision for disadvantaged pupils is a whole school responsibility so these meetings bring together staff with a range of different roles eg DSL, SENCO, curriculum leads to continually monitor the success of the strategy.</p> | <p>all</p>  |

**Total budgeted cost: £29,731**

# 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.

Unfortunately the 2020/2021 academic year was again interrupted by the coronavirus pandemic. As a result, externally validated data is not available. This also coincided with the move to a new assessment system in school, which is being gradually implemented. It is thus difficult to do year on year comparisons to measure progress. However, as the transition to the new assessment and tracking system is rolled out it will become easier to measure the impact of our interventions.

The attainment and progress of our disadvantaged pupils reflects the national picture, as reported by organisations such as the Education Endowment Foundation, that disadvantaged pupils have been hardest hit by the effects of the covid-19 disruption to education. This was mitigated by our efforts to have as many disadvantaged pupils as possible in school during the 2021 lockdown and our provision of online teaching for all pupils.

There are fewer children Secure in each of the core subjects than would be predicted on the basis of the Key Stage 1 attainment only.

Data shows that the main concern is those children who were in year 4 last year. These children missed a significant part of both Year 3 and Year 4 and the majority are not currently achieving in line with expectations. On a more positive note, all the year 6 Pupil Premium achieved in line with or exceeded age related expectations.

The progress made by the children is not currently reflected in the data. Book scrutinies, lesson observations and discussions with pupils clearly show the children are making progress from their start points.

### Development of teaching

#### **Funded item: Development of the maths mastery curriculum**

- **Continuing to develop math mastery approach in school through external staff training**
- **Concrete resources to support the concrete – abstract - pictorial approach and aid children’s conceptual understanding**

In Maths, learning reviews highlight the improvement in the use of rich, open questioning and task design to enable children to explore concepts and ideas rather than through teacher led talk. Through effective shared planning, objectives have become much more sequenced and targeted to the RTP objectives with small steps between each objective to scaffold the children and ensure they make links between concepts. The Maths Leader developed the use of fluency activities as a way to close gaps as a response to lockdown. There has been an increase in an expectation of staff in ensuring the children are challenged to explain their thinking and the use of stem sentences is more

evident in every year group. The approach towards CPA has become more embedded with an increase, in particular in the use of pictorial representations for the children to prove and explain their thinking. Teachers are also responding to the gaps and misconceptions in children's understanding through starter activities linked to previous lessons. Two members of staff have continued to attend the Maths Mastery training sessions and as a result their understanding of Mastery principles have developed and this has been seen in learning reviews within their class and supporting other team members. Staff taking a lead on planning Maths in each year group have worked together to plan units of work in fractions, decimals and place values units. Working collaboratively using this approach has supported staff in being able to discuss developing effectively sequenced learning journeys and through support in gaining an understanding of the children's starting points and gaps. Long term plans were also highlighted using a 'RAG' system to identify which objectives were taught during lockdown and not taught. To close the times tables gap, fluency activities will focus on these facts for Autumn term 1 and it was agreed to develop 'Flashback' activities will be limited to two tasks both with a focus on consolidating skills taught the week previously.

Due to opportunities for monitoring and evaluation and leading staff training the Maths Leader feels more confident in leading the whole school priority.

7 TA's completed a maths course in the summer term. This supported staff in developing their confidence in using concrete resources and the importance of the visual representations which they then used to support children in class and for interventions. The importance of small steps and over learning were key threads throughout the training.

6 Pupil Premium children were assessed as working below Age Related expectations in maths in the autumn term, this number had decreased to 3 at the end of the year.

**Funded item: Development of English curriculum to further embed grammar concepts and widen children's written vocabulary.**

Regular monitoring has continued to identify areas for development in writing. Feedback has been provided to teachers with relevant ongoing training provided through staff meetings and INSET days. Observations, feedback discussions, book scrutinies and pupil conferencing evidence that staff are more confident with planning and pedagogical approaches during writing lessons. As observed, writing units are now more coherent and effectively sequenced; they have clearer and more focused success criteria, including grammar concepts appropriate to the genre. Increasingly, there is a progressive building of skills, which are applied in the written outcomes and embedded through spaced learning opportunities. The writing INSET day has been delivered by the HIAS English advisor: a clear and sequential text led learning journey was modelled to teachers demonstrating the effective integration of grammar, identifying audience and purpose of writing, how clear and focused success criteria support the children in closing gaps and how sites of application can be dropped into the learning journeys. Each year group now has a new text led unit which was delivered during the summer term.

A review of the new text led unit shows that these texts, which have been carefully selected under the advice of Chris Cheale (the English advisor) are accessible for all children whilst providing challenge through a range of writing opportunities. The review shows that children have increased engagement and motivation through reading the whole text. Example evidence: The children say they are loving Marcy – *'best unit yet'*. *'We have liked the humour, like she jumped out of the*

*window and there was a massive bird waiting for them. We have just wanted to keep reading on – but we have kept being left on a cliffhanger.*’ The children have really enjoyed having class sets of the texts to hand as well. The review shows an improved integration of teaching grammar concepts which are explicitly linked to the texts. The children understand more clearly how these grammar concepts are used to enhance their writing; within these writing units there has been an increased opportunity for writing enabling children to practice and apply grammar concepts taught and clear progress can be seen within the units. In lower school, teachers have specifically seen an increased engagement from boys linked to the texts of the Iron Man (yr 3) and Marcy and the riddle of the sphinx (yr 4 - links to ancient Egyptians). The review shows that the model for a writing unit, exemplified by the English Advisor, has supported year groups in developing more coherent and sequential writing units, with grammar concepts suitable for and linked appropriately to the outcomes. Feedback has been given to teachers that we will continue to develop writing units based on this model as we move into next year, with clear opportunities for sites of application within each learning journey.

2 out of 5 pupils who were assessed as working below age related expectations in the autumn term were assessed as being ‘close to’ ARE in the summer term. 3 out of 16 pupils who were assessed as ‘close to’ in the autumn term had moved to ‘secure’ by the summer term.

#### **Develop expertise on the staff to support children with EAL as a barrier to learning by arranging EAL clinics with EMTAS and staff training in the needs of advanced learners of EAL.**

All teaching staff were involved in training arranged by EMTAS on the needs of EAL learners. Individual teachers were also able to discuss particular children with EMTAS staff, not only enhancing their own understanding but also highlighting possible strategies for dealing with the barriers faced by this group. Pupil Premium children with English as an additional language were prioritised with 6 children discussed. It became evident during this training that the school is at the very early stages of providing support for its EAL learners and further work will be required to build on this. Discussion with staff suggests the strategies shared were being particularly applied in tutoring sessions. There is no evidence as yet of the impact of this work on children’s learning.

#### **Development of assessment and feedback policies to further drive school improvement and pupil progress.**

During the summer term the Maths, Reading and Writing Leaders have worked with staff to develop ‘Ready to Progress’ objectives which were identified as core concepts that the children needed to achieve in order to progress effectively into the next year. Summative statements were also developed from these objectives in order to assess the children against at the end of the year. Moderation was carried out to support staff with consistency in assessing judgements, using these new statements in Reading and Writing. The outcome assessments from the summative statements that staff used to measure against were also used to identify targets that were shared in transition to support the starting points for the new year groups. Pupil progress review meetings were held between year groups as part of transition to identify trends and gaps in Reading, Writing and Maths for the children not achieving the RTP objectives. Analysis was also shared on children identified as not achieving in RWM and against MS1 data in December 2020. Pupil premium children’s progress and targets were shared and evaluated for each year group. These will be used to inform next steps in transition and starting points for new year groups while also informing the new SIP for next year. The Pupil Premium Leader has carried out learning reviews across the summer term and has supported staff in ensuring targets identified for this group of children are specific and evidenced through book scrutiny and pupil conferencing. The SENCO carried out learning reviews alongside

Subject Leaders and shared feedback to staff in their effective support for children across the school.

Staff training supported the continual use of formative assessment in closing gaps across the core subjects. Identified through book scrutiny, feedback needed to be targeted and linked to the specific success criteria. As part of this review marking symbols were also simplified.

Whole school trends from PPR at the end of year show in Reading: children developing inference skills, retrieval skills using evidence from the text to support ideas and developing reading skills across a wide range of whole texts. In maths whole school priorities are: developing children's times tables knowledge and developing problem solving strategies. In writing whole school trends are shown to be: developing sentence structure; developing ideas within and across paragraphs; editing work and handwriting and spelling gaps specific to year group objectives. Lesson observations during Summer 1 show improvements made towards school improvement priorities in Reading, Writing and Maths. The outcomes from these monitoring activities will inform the new priorities for leaders next year.

### Targeted academic support

#### **Ensuring there is whole school overview of the needs and provision for Pupil Premium children**

Our aim is that supporting disadvantaged pupils is at the heart of what we do and everyone has a role to play. Half termly strategy group meetings have brought together members of the school leadership and the inclusion governor to evaluate the success of the strategy so far and discuss future developments. There has been regular monitoring of the books of Pupil premium children, and they are also a focus in learning walks and moderation activities. The Pupil Premium Coordinator has also met with individual teachers to discuss children's progress and how best to support them. All children are set individual targets aimed at closing gaps and raising achievement. These targets are moderated by the Pupil premium Coordinator and regularly reviewed. Pupils individual tracking documents are jointly updated by classteachers, tutors and the Pupil Premium coordinator and build a valuable picture of the support a child has received and which strategies have proved effective. Pupil Premium appears as a line in the whole school calendar, ensuring all staff are aware of their responsibilities. In future, we will seek to widen involvement in the strategy meetings.

#### **Tutoring for selected pupils**

12 pupils were offered tutoring over the year. This varied from 1:1 tutoring to small groups of up to 4 pupils according to the needs of the children. The tutoring plan was responsive to the needs of the children with changes being made throughout the year. All tutoring was provided outside of the normal school day by members of the teaching staff. Tutors liaised with classteachers to ensure tutoring met the child's needs. In some cases this was working to close gaps, in other cases preteaching or consolidation of new learning. Monitoring of tutoring showed pupils to be highly engaged and that the content of session was closely tailored to their needs. Pupil interviews confirmed that pupils enjoyed the sessions and found them helpful. Parent surveys confirmed that parents felt it was benefiting their child and that their child enjoyed it. Book scrutiny showed some evidence of the impact of tutoring eg through paired editing of a piece of work. Next year we will record any tutoring work in children's books making it easier for the impact to be seen and for children to refer back to work completed during tutoring.

#### **Extra HLTA support**

Due to the coronavirus pandemic and changes in staffing, this was offered for the autumn term only and used to support low current attainers in Year 3 and 4. Our experience shows that this time needs to be tightly timetabled and carefully planned to make the best use of it.

### Wider support

#### **ELSA support**

9 of our Pupil Premium children received ELSA . In interviews with the pupils they spoke about how helpful these sessions had been, with one saying, “If it wasn’t for Mrs Clarke, I’d have a big bag of worries.” One class teacher spoke of how ELSA involvement had helped a pupil in her class to increase focus during the day. ELSA supported continued throughout lockdown. There will continue to be a need for this support next year.

### **Provision of rich extra curricular activities**

Pupil Premium children were prioritised for the limited places in after school sports clubs. 12 pupils took part in at least one term of an after school club. In pupil interviews, one of the children spoke of how running club before school made them feel energised for the day. 4 children were supported with instrumental lessons. Subsidies were also offered for trips and residential. Children were also offered a free book from the book fair to encourage a love of reading.

### Response to Covid 19 school closure Jan - March 2021

During the spring national lockdown, schools were again closed except to vulnerable and keyworker children.

- Pupil Premium children were invited into school, with 17 out of the 21 ultimately attending – some part time, some full time.
- Children not attending school were offered 3 live lessons a day of remote teaching, with attendance closely tracked. Regular phone calls were made to check on the welfare and learning of those Pupil premium children who remained at home, with all contacts logged on Cpoms.
- Where necessary, children were provided with Chromebooks to allow them to access the home learning, with Pupil Premium children a priority for this resource.
- Children not in school were supported with vouchers or food hampers where appropriate.
- Whether in school or at home, Pupil Premium children remained a focus for feedback and target setting for this group continued.
- Pupil Premium children were the pilot group for the reestablishment of the school library lending service.
- Additional tutoring continued though the lockdown, either in person or remotely. 13 children were supported in this way.
- ELSA session also continued either in person or remotely where necessary.

## Externally provided programmes

| Programme               | Provider            |
|-------------------------|---------------------|
| Thrive                  | The Thrive Approach |
| Teach Handwriting       | Teach Children Ltd  |
| Times Tables Rock Stars | Maths Circle Ltd    |

## Service pupil premium funding (optional)

| Measure                                                                        | Details                         |
|--------------------------------------------------------------------------------|---------------------------------|
| How did you spend your service pupil premium allocation last academic year?    | ELSA support                    |
| What was the impact of that spending on service pupil premium eligible pupils? | Supporting wellbeing of pupils. |

## Further information

This plan outlines those activities that will be funded by the Pupil Premium grant, However, these are not the only ways in which disadvantaged pupils are supported. Ongoing curriculum development is at the heart of our school and benefits all pupils, including disadvantaged pupils who are particularly impacted by the quality of teaching.

Other targeted support for pupils includes Year 6 Booster groups which offer focused support in reading, writing and maths. Our disadvantaged pupils will be involved in these groups but they are not funded from the Pupil Premium or recovery premium allocation. Similarly, targeted teacher led interventions are available to Year 5 pupils and interventions led by teaching assistants are also run for children in all year groups. Both of these will also include disadvantaged pupils.

Disadvantaged children are actively considered and prioritised where possible for positions of responsibility in the school e.g. house captains, sports leaders, cyber ambassadors.