

## Pupil premium strategy statement 2021/2022

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	Priory CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2020 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Fiona Stagg
Pupil premium lead	Jennifer Cunliffe
Governor / Trustee lead	Vicky Dutton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,425
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,690

## Part A: Pupil premium strategy plan

### Statement of intent

At Priory CE Primary School, we have high expectations for all pupils in our school, and believe that with quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to provide support to overcome barriers to learning. We provide a rich and varied curriculum, which contributes to pupils' outcomes, so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders are committed to ensuring that all of our disadvantaged pupils receive frequent intervention and daily support, alongside emotional wellbeing support in order for pupils to achieve their potential.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

### Challenges

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

Challenge number	Detail of challenge
<b>Academic Challenges</b>	
1	Pupils who are eligible for Pupil Premium do not enter early years at age related expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with language [speaking; Listening and attention; vocabulary].

2	Pupils who are eligible for Pupil Premium have less experiences “on entry” with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition word reading and comprehension skills
3	On entry assessment shows that pupils who are eligible for Pupil Premium have issues with aspects of physical development, particularly in relation to fine and gross motor control; this impacts on their ability to form letters and write fluently.
4	Pupils who are eligible for Pupil Premium have less experiences with early number skills, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in maths since they struggle with the concepts and skills of subitising, counting and cardinality.
5	A lack of parental engagement can mean that not all pupils are encouraged to read at home or read regularly to an adult, meaning that they don’t get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers
Non-academic Challenges	
6	COVID adversely affected the mental health of staff, pupils and their wider families. This disproportionately affected PP children. This has been evident in their response to social situations post lockdown and additional support needed to maintain emotional regulation.
7	The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on learning and emotionally regulate effectively
8	Lower attendance rates impact on the ability to access learning (92.5 Vs 94.5 as of December 2021 – National and Stoke average 91%)
9	Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

### 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
Ensure the vast majority of children develop age-appropriate language and speaking and listening (Oracy) skills through the use of a well-structured, cumulative curriculum and high-quality teaching and intervention.	Children to: Demonstrate that they have a wide and varied vocabulary Can articulate themselves clearly Understand the nuances of conversation and dialogue and can engage well in a range of speaking and listening activities. Successfully complete interventions such as Early Talk Boost/Talk

	Boost and move to green on the Communication checklist
Ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and fluency)	Children to: Achieve at least NA for disadvantaged children in the phonics screener. Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. Achieve the national average progress scores in KS2 Reading (0+) – catching up any Covid deficit.
Ensure children develop their writing skills, through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention	Children to: Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. Achieve the national average progress scores in KS2 Writing (0+) – catching up any Covid deficit.
Ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention.	Children to: Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. Achieve the national average progress scores in KS2 Writing (0+) – catching up any Covid deficit.
Ensure that all groups of children attend regularly (2% gap between disadvantaged and non-disadvantaged pupils to close) to ensure that they can access learning	Improve attendance of disadvantaged pupils to NA for non-disadvantaged pupils – this would be 94% based on most recent data during Covid or 97% based on historical attendance prior to the pandemic
Ensure that children have a wide range of experiences to develop cultural capital.	Children to report positively about the opportunities provide in the main curriculum and through enrichment activities.

### 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: £56,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Coaching</b> – focusing on development of writing. PK to lead EY and KS1, JC to lead KS2.</p>	<p>The National College published research in 2010 outlining the impact of professional coaching for teachers, this was widely distributed by the DfE (<a href="#">Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)</a>)</p>	<p>2-7</p>
<p><b>Pupil Progress Coaching</b> – implemented new model: DDI based on Arbor assessment, NFER testing and classwork.</p>	<p>‘Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes. It is possible to identify core principles which apply to the most successful CPD provision. In the Educational Practices series, Helen Timperley’s 2009 summary Teacher professional learning and development (based on a systematic best-evidence synthesis of published research) identifies these core principles.</p> <p>Amongst these is the need to create conditions which allow:</p> <ul style="list-style-type: none"> <li>• teachers to experience and develop understanding of an integration of knowledge and skills</li> <li>• teachers to gain multiple opportunities to learn and apply information</li> <li>• teachers’ beliefs to be challenged by evidence which is not consistent with their assumptions</li> <li>• teachers to have opportunities to process new learning with others. Coaching can provide a means by which these and other key principles can be achieved and thus teacher learning can be enhanced.</li> </ul> <p>Coaching is a form of collaborative CPD and can thus be a strong dimension of teachers’ professional learning in school. As such it needs to be managed as part of a strategic approach to CPD. It is therefore a genuine alternative to what constitutes most teachers’ CPD, which has been found to be rarely collaborative or informed by research, but instead tends to involve passive forms of learning, and is poorly and embedded in work contexts (Pedder et al, 2008).</p> <p>The model used in school is outlined in Leverage Leadership 2.0 published in 2018.</p>	<p>1-7</p>
<p><b>CPD</b> - x2 NPQLTD focusing on developing staff in school and coordinating students and volunteers and x2 NPQSL focusing on development in English. 1 teacher shadowing SENCO and supporting inclusion, in readiness for possible NPQLBC in 22/23.</p>	<p>Published by the DfE 19<sup>th</sup> Oct 2021:</p> <p>The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.</p> <p>They are part of a wider set of <a href="#">teacher development reforms</a> which together will create a ‘golden thread’ of high-quality evidence underpinning the support, training and development available through the entirety of a teacher’s career.</p> <p>During this period of study teachers will:</p> <ul style="list-style-type: none"> <li>• learn from the evidence-based curriculum of your chosen qualification, drawing on effective pedagogy, current research and international best practice - this will</li> </ul>	<p>1-7</p>

	<p>equip you with the knowledge and skills to either improve in your current role, or take the next step in your career</p>	
<p><b>English</b> - implementing changes in long, medium and short planning, the writing process, spelling, editing, independent writing and vocabulary. Focus of developing reading for pleasure.</p>	<p>A landmark study carried out in the mid-1990's by Betty Hart and Todd Risley coined the phrase the '30 million word gap'. Over a period of two and a half years, they recorded the language in the homes of three-year-old children. They found that a child in a family on benefit heard 30 million words less than a child in a professional family.</p>	<p>1, 2, 3, 5, 6, 7</p>
<p><b>Maths</b> - implementing whole school White Rose Maths, changes to medium &amp; short-term planning &amp; further developing reasoning skills and Maths vocabulary</p>	<p>The recordings also showed that children in poorer families spoke around four times fewer new words per day. <a href="#">A more recent study</a> found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old. This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour.</p> <p>Children's language at age five is the single most important factor in <a href="#">predicting literacy at age 11</a> – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention.</p> <p>Studies have shown that other aspects of language also lag behind – children's ability to talk in sentences, their understanding of instructions and how well they can put their thoughts into words to tell someone what has happened. For children living in disadvantaged areas, all these skills can be behind what is expected. A study carried out in Stoke on Trent, for example, found that in some areas <a href="#">64% of children starting school</a> had language that was behind age expectations.</p> <p>Secondly, it's not just talking to young children that matters. Hart and Risley also noted that there were differences in the amount of interaction happening in different homes i.e. the amount parents and children talked together. In fact, we now know that it's the <a href="#">'back and forth' conversations</a> that are the most important in developing young children's language: talking with and not to children.</p> <p>The third point is that this gap in language skills as children start school is critical but without support, the gap stays there, right through school. One study in a secondary school in a deprived area of Sheffield found that 83% of students had poor language, a very different situation to a school in a nearby affluent area. Recently, Oxford University Press published <a href="#">'Why closing the word gap matters'</a>, reporting on a survey of over 1,000 teachers; 40% felt students lacked the vocabulary to access learning and over 60% of secondary teachers felt the gap between students with poor word knowledge and their peers was increasing.</p> <p>In our setting, we have noticed a significant further reduction in the level of spoken language and vocabulary on entry to Early Years, during the pandemic, possibly due to the fact</p>	<p>4, 6, 7</p>

that many children have been purely in their home environment for most of their lives. All actions planned in both English and Maths teaching will address this deficit, alongside the deficit in skills, judged to be 9% (pupils now not working at ARE who were at baseline) at the end of the previous academic year.

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

Budgeted cost: £34,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Freckle</b> purchase, set up and implementation of Star Maths – provides individual Maths report for all children and standardised scores to target and support on an individual basis.	<p>High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> <li>• children with the greatest needs are supported by the most experienced staff</li> <li>• training, support, and resources are provided for staff using targeted activities</li> <li>• sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching</li> </ul>	4, 6, 7
<b>Intervention</b> – targeted to address gaps identified in Pupil Progress Coaching - impact measured with pre and post assessments incl. Early talk boost and Talk Boost in the EY.	<p>Using an approach or programme that is evidence based and has been independently evaluated is a good starting point</p> <p>There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. The EEF evidence base suggests that communication and language interventions have a high impact of 6 months gains, for a low cost and this is based on extensive evidence. Literacy   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1-7
<b>School led tuition</b> – facilitated by Teaching Personnel for 41 pupils - two cycles of 15 hours of tutoring 1:3 with a qualified teacher	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidence - summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence - summaries/attainment-gap/</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit, with +5 months gains evident. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to</p>	1-7

	each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16873

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mental Health</b> - pupil MH champion, introduce Tier 2 mental health support with drawing and talking and strengthen Y2/3 and 6/7 transition.</p>	<p>The EEF states in their Teaching and learning Toolkit that:</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 7, 8
<p><b>Trauma Sensitive Organisation</b> – CPD for JC, Full review of practice, CPD to embed trauma sensitive practice from all adults.</p>	<p>Children who have experienced trauma by acts of omission or commission can experience symptoms and difficulties associated with complex trauma, however these may also be related to a number of other early life adversities such as ante-natal exposure to alcohol, placement instability, poverty, neglect, and pervasive developmental issues.</p>	6, 7, 8

	<p>As a trauma informed organisation, we aim to:</p> <ul style="list-style-type: none"> <li>• provide safe environments; all adults being trauma informed and focusing on developing consistent positive relationships and a true sense of belonging for all pupils</li> <li>• support children and caregivers to understand links between traumatic experiences and cognitive difficulties.</li> <li>• develop and support positive relationships in children's lives.</li> <li>• offer all children in need targeted trauma-specific interventions.</li> <li>• signpost families to external agencies to offer more specialist support</li> </ul> <p>We believe that the impact of this actions will at least mirror the SEL intervention data from the EEF outlined above.</p> <p>Sources: Beacon House - <a href="http://beaconhouse.org.uk">Home (beaconhouse.org.uk)</a> A treasure box for creating Trauma Informed Organizations by Dr Karen Freisman 2020</p>	
<p><b>Enhancement</b> - developing aspiration and life skills, such as road safety, bikability and First Aid.</p>	<p>The EEF states that whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</p> <p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</p> <p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p>When implementing we will consider:</p> <ul style="list-style-type: none"> <li>• Guidance on the knowledge, skills and characteristics required to achieve future goals.</li> <li>• Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy</li> </ul> <p>So it is with caution that we provide enrichment activities to develop the cultural capital of disadvantaged pupils. Any enrichment activity will be carefully measured for impact and adapted as needed.</p> <p><a href="http://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Funding also allocated to support low-income families with uniform, trips, residential visits etc to ensure that no pupil's education is disadvantaged further by socio-economic status.</p>	<p>6, 7, 8, 9</p>

<p><b>Attendance</b> – review all attendance procedures. Weekly time (JC/BF) to review those at risk of lower attendance. Challenging and supportive clinics with families to remove barriers to non-attendance and support families in any way needed.</p>	<p>The EEF states in their Teaching and learning Toolkit that: The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children’s attainment is challenging and needs careful monitoring and evaluation. There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>Parents’ aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents’ aspirations will raise their children’s aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils’ outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents.</p> <p>While encouraging parents to become directly involved in homework might appear attractive, schools should consider whether parents have the knowledge and skills to provide the right support, particularly at secondary level. Interventions designed to engage parents in homework have generally not been linked to increased attainment. Students who are struggling academically may be more likely to request parental assistance with homework, but parents may be unfamiliar with the most effective teaching methods. As a consequence, it may be more effective to encourage parents to redirect a struggling pupil to their teachers rather than to take on an instructional role.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Total budgeted cost: £108,323**

## 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.

#### Teaching:

The return to school for all pupils was highly structured and supported by daily mindfulness and belonging focus – following training for all staff, disadvantaged pupils were targeted for support as needed. Our average attendance was 97%, which was 7% above Local and National averages

Gaps were collated by week 4 of September. The average deficit was judged to be 29% across the school on return. Specific knowledge gaps were identified and filled during learning time. The deficit was measured and tracked at each assessment point.

Staff were provided with PDM/inset time to replan the curriculum in order to teacher to knowledge gaps. This alongside frequent low stakes testing resulted in the deficit reducing to 9% by AP3 – even with the very interrupted year of education that the children had access to, with multiple bubbles closures. High quality remote learning and excellent engagement with remote learning during bubbles closures ensured no further deficit for most learners. Average engagement judged to be around 90%. White rose maths recovery plans supported teachers to fill gaps effectively and backtracking of grammar knowledge ensured solid foundations of previous knowledge.

Laptops, iPads, increased broadband bandwidth and wireless routers were provided to identified families to ensure that they could access learning.

Long term plans were reviewed and rewritten to ensure that wider curriculum knowledge (KKPs) were caught up where possible and some 'lost science' was added in.

The main Science losses were around practical science, due to sharing equipment etc. (Current RA says that children should have their own resources) This will be a focus in the next academic year, where possible – Covid restrictions allowing.

#### Targeted academic support:

Gaps were collated by week 4 of September. The average deficit was judged to be 29% across the school on return. Specific knowledge gaps were identified and filled during learning time. The deficit was measured and tracked at each assessment point.

The average gap is now 9%, showing the impact of both the teaching catch up and targeted academic support. Children who have not yet 'caught up' will be targeted for School-led funding during the next academic year.

Last year we implemented Early Talk boost and Talk boost in nursery and reception respectively. Both interventions are ten-week programmes. The first round seemed to have limited success in terms of the proportions of children gaining additional points on their language screening. That said, their listening skills and their general participation in sessions improved greatly.

Following the January lockdown, we began the programme again in April and this time we saw great improvements in all areas and in the final scores. No children were identified as needing a referral to the salt service after the intervention. Only a few remained in the category of concern.

A written report was provided at three points during the year. Following variable success with phone calls to parents, during the lockdowns, we purchased a year's licence to School Cloud, ensuring that high quality virtual consultation meetings could still take place. Parents were surveyed following the evening and whilst some would prefer a face-to-face meeting, in times when this is not possible, school cloud was generally rated well. Attendance during School Cloud consultations was 90%, this is significantly better than phone call uptake had been previously and broadly in line with parents evening uptake generally.

Where technology was the barrier to meeting, parents were offered a phone call on an alternative evening. Gaps reports were generated on AR, Freckle and from NfER tests as needed to support conversations and ensure that parents were clear on gaps and how these were being addressed. When it was felt that the 'catch up' aspect was the reason for a pupil not achieving their target at the end of the year, this was made clear on the Record of Achievement at AP3.

### Wider Strategies

The return to school for all pupils was highly structured and supported by daily mindfulness and belonging focus – following training for all staff. Our average attendance was 97%, which was 7% above Local and National averages.

Individual were identified by staff in October and reviewed again in March – 10% of the school were judged to be in need of additional emotional support at the October point. 7 pupils were in need of significant and sustained support – there has been a significant escalation in their need in the last year. CAMHS support has been sought for all of these pupils, including 3 crisis referrals. EHCP applications were written for 5 pupils.

Additional support was put in place for a group of pupils in need of additional emotional regulation support in Y4, one of whom needed one to one support on a part time timetable to keep him safe. 17 pupils across the school require consistent emotional regulation support.

Our community shop at Harvest and at Christmas provided our families with the opportunities to collect basic supplies and some treat/presents for their children. Stores were kept and 9 families regularly accessed this to subsidise their household.

Remote learning policy was passed and put into place by October half term. The quality of remote learning was good and engagement improved following this. 16 laptops, unlimited 4G and wireless routers were provided to those families who needed them.

## 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
NA	

## 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.*