



Pupil premium strategy statement – Hardingstone Academy

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 | Hardingstone Academy |
| Number of pupils in school | 219 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Zoe McIntyre |
| Pupil premium lead | Julie Stevens / Zoe McIntyre |
| Governor / Trustee lead | Claudia Wade |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £43,660.00 |
| Recovery premium funding allocation this academic year | £6,521 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 50,181 |

Part A: Pupil premium strategy plan

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | The vast majority of PP chn have two or more identified characteristics which make them vulnerable to under achievement, e.g. SEND, safeguarding and LAC. |
| 2 | Effect of lockdown, limited experiences, many pupils may need support with learning. |
| 3 | Discrepancy between the level of engagement of pupils and families with home learning. |
| 4 | Children will have different starting points compared to when they left in March. There is the potential for even further gaps in skills and knowledge. |
| 5 | Involvement with other agencies |
| 6 | Low aspirations from parents. |

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 |
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| The all PP chn make improved rates of progress | <p>All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher half termly</p> <p>Interventions address gaps in learning, enabling pupils to 'catch up.'</p> <p>Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, safeguarding, LAC, BME.</p> |
| To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours | <p>Teachers will address interest in September, these will be shared with SLT</p> <p>Plans in place to ensure enrichment activities take place for all</p> <p>Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing</p> |

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| <p>Teachers know and understand how vulnerabilities influences pupils learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.</p> <p>Review homework tasks so that the completion is monitored and homework is adapted where needed.</p> | <p>Accelerated progress for disadvantaged pupils and the differences between disadvantaged pupils and all non-disadvantaged nationally is diminished.</p> <p>Teachers to monitor and address the completion of homework in order to promote independent learning</p> <p>Parents are kept up-to -date with homework expectations</p> <p>Meetings are held to support parents to support pupils with homework and strategies provided</p> <p>Sessions created online for parents to view in order to fully support their children with their learning at home</p> |
| <p>To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions</p> | <p>Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teacher monitor progress closely and adapt teaching and interventions.</p> <p>Teachers promote core values, Zone of Regulation, behaviour policy so that pupils experience positive transitions and sense of wellbeing and belonging.</p> <p>Timetabling for 'catch up' plan is completed and resources in place including those adult to deliver sessions</p> <p>Enrichment activities in place.</p> |
| <p>100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show engagement positive in other activities during the year.</p> | <p>Letters and emails to be sent out with plenty of notice, enabling attendance to rise. Teachers are proactive in communicating with the parents and following up with parents.</p> <p>Positive reminders in place and staff are proactive in doing this. Staff are aware of barriers to engagement and find ways to address these.</p> |

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: £23,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>All PP pupils make expected or better progress based on their starting points</p> <p>Early assessments identifies gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school</p> | <p>Staff have identified the underlying gaps and factors associated with disadvantage pupils as a focus for development and pedagogy. This information can be used to remove barriers to learning and accelerate progress.</p> | 1, 2,3, 4 |
| <p>Quality first teaching leads to pupils making expected or better progress.</p> | <p>Quality first teaching using newly developed curriculum planning and resources has an increased impact on engagement, and the motivation to learn, resulting in pupils making sufficient and sustained progress</p> | 1, 2, 3, 4 |
| <p>Pupil premium plans being produced with aspirational targets, including annotations of outcomes and impact.</p> | <p>Individual targets are set using FFT and for all PP pupils.</p> <p>Teachers are informed to complete the one page profile, to include lesson targets and enrichment</p> | 1,2 |
| <p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward</p> | <p>Feedback policy to be reviewed and shared with all staff and implemented.</p> <p>Children are engaging with the feedback provided</p> | 1,4 |

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| | <p>PP pupils work is 'hot-marked' and teachers make appointments with PP Pupils during lessons to ensure learning is progressing.</p> <p>Feedback is timely and regular to address individual of areas of successes and areas to further develop.</p> | |
| <p>Staff training programmes and support with provision for PP pupil</p> | <p>Providing staff training in and resourcing for highly effective English programmes will enable quality teaching in all aspects of English, enabling PP pupils to access quality provision.</p> <p>Teachers are equipped to deliver Maths Talk to enhance mathematical skills</p> <p>All teachers use Edukey effectively, where interventions will be recorded and monitored for impact.</p> <p>All teaching assistants are utilising Edukey</p> <p>All teachers are secure in completing the one page profiles to identify areas that pupils need to develop.</p> <p>Whole school staff meetings to share updates and guidance on current disadvantaged pupils</p> | <p>1, 2, 3, 4</p> |
| <p>All PP pupils make expected or better progress based on their starting points</p> <p>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli</p> | <p>Children will have access to appropriate resources to enable them to access the curriculum as best as possible.</p> | <p>1, 3</p> |
| <p>Inform teachers and support staff which pupils are</p> | <p>All staff will have a good understanding of the needs of all pupils and will therefore be able to</p> | <p>3</p> |

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| disadvantaged, including those who share multi-vulnerabilities. | cater for their needs effectively (highly effective personalised learning) | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,229

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons. | <p><i>EEF Rationale:</i></p> <ul style="list-style-type: none"> ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ | 1, 2, 3, 4 |
| <p>Increased parental engagement and support</p> <p>Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum</p> <p>Parental courses to develop parental skills.</p> <p>Use Eduspot for contact with parents to improve communications.</p> <p>Use social media (Twitter, Facebook) and the school’s newsletter to inform parents of forthcoming workshops.</p> <p>Monitoring closely those parents are not engaging and be creative in overcoming barriers</p> | <p>EEF research shows that increasing Parental Involvement in children’s learning provides to increase impact in partnership with parents</p> <p>Staff-led workshops for parents are a accessible means of provision. They will provide some practical ways that parents can support their pupils at home.</p> <p>Encouraging and enabling parents to understand the importance of supporting their child’s learning and the impact that regular practise of basic skills (reading/spelling/talking with parents) can have on pupils’ attainment and progress.</p> <p>Increased participation and completion of home learning</p> | 5 |

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| <p>Percentage of pupil attendance is above national average and at 96%.</p> <p>Analysing and monitoring attendance and lateness weekly of all pupils.</p> <p>Attendance letters sent to parents where pupils attendance is below 96%.</p> <p>Daily phone calls home for all absent children.</p> <p>Meetings with parents where attendance is a concern and support is offered through engagement with outside agencies.</p> | <p>Weekly School Newsletter includes attendance percentage for each class and whole school.</p> <p>Children achieving 100% attendance termly will receive a certificate. Those who achieve 100% attendance across the year receive a certificate and prize.</p> <p>Phone logs using Edukey and inventory system helps to track lateness and absences during the school day.</p> <p>Sims is used to record specific reasons for absences.</p> <p>SS attendance officer monitors weekly all pupils' attendance with weekly reports provided</p> | <p>2</p> |
| <p>Through EHA process, families have support and the pupils' attendance is improved.</p> <p>Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside professionals e.g. EHA</p> | <p>Some children's progress is hampered as external family problems are preventing the children from attending school and making progress with their learning.</p> | <p>1,3</p> |
| <p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children.</p> <p>Staff will model positive relationships with an emphasis on the development of language, communication and social skills.</p> | <p>'Children who attended a NG had a significant chance of improving their learning skills' (Gerard, 2005),' including language and literacy skills' (Hosie, 2013)</p> <p>Nurture sessions in the Retreat alongside F+P Lead.</p> <p>Clear and organised environment will enable PP pupils to learn how to organise themselves and be ready for learning</p> <p>T+L rubric will support in the development of language, communication and social skills, the new curriculum will also enable this</p> <p>Some PP pupils will have access to external support mechanisms based on identified needs, this will enable them improve behaviour for learning and overall quality of life, providing them with greater life opportunities</p> | <p>2,3</p> |

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| | Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network | |
| <p>Targeted intervention for PP pupils who are also SEND, ensures at least Expected progress is made based on targets set.</p> <p>The Senco is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and intervention to use</p> | <p>Intervention of Educational Psychologist and other health care professionals for designated pupils</p> <p>The EET show that feedback studies tend to show very high effects on learning. This will raise the progress rates of our PP / SEN pupils.</p> <p>Senco time to deliver interventions and provide support for class teachers and teaching assistants</p> | 1, 2, 3, 4 |
| <p>To create a positive playtime experience for all pupils including those who are PP</p> <p>Playleaders to be trained by PW and used to support younger pupils during break and lunch time, including indoor play (PP pupils trained)</p> <p>All staff trained in how to implement the behaviour policy Lunchtime staff receive training on how to manage lunchtimes positively</p> | <p>To support children who find play times challenging and have limited social skills.</p> <p>To encourage team building skills and communication with peers and adults.</p> <p>To build self-confidence and resilience.</p> <p>enabling purposeful and engaging activities to take place</p> | 2 |
| <p>Breakfast club provides a positive start to the day and ensures children are ready for learning.</p> <p>Highlight targeted children and offer parents daily breakfast support and care.</p> <p>Introduce children to healthy options and self-sufficiency.</p> | <p>To ensure all children have a positive mindset ready for learning having been in calm and settled environment, prior to beginning lessons.</p> <p>Through offering food, we prevent children from feeling hungry or going without food, before school.</p> | 2 |

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| Social skills are developed through interaction with a variety of ages, games and conversations. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,431

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Improved attitudes for learning in school and beyond.</p> <p>Monitoring wellbeing and support of PP pupils</p> <p>Regular meetings with parents to support with strategies to use at home Drawing and Talking interventions to support PP children Lego Therapy Additional curricular activities and trips subsidised by 50%, this will include the Ride High Programme.</p> | <p>Public Health England’s briefing paper, ‘The link between pupil health and wellbeing and attainment’ main findings included:</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> | 2 |
| <p>Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them access all curriculum content.</p> | <p>EEF Rationale <i>‘There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.’</i></p> | 2, 4 |
| <p>Development of a nurture based education for the all PP pupils Development and provide a nurturing environment/sense of purpose for our most vulnerable children. Staff will model positive relationships with an emphasis on the development of language, communication and social skills.</p> | <p>‘Children who attended a NG had a significant chance of improving their learning skills’ (Gerard, 2005),’ including language and literacy skills’ (Hosie, 2013) Clear and organised environment will enable PP pupils to learn how to organise themselves and be ready for learning T+L rubric will support in the development of language, communication and social skills, the new curriculum will also enable this Some PP pupils will have access external support mechanisms based on identified needs, this will enable them improve behaviour for learning and overall quality of life, providing them with greater life opportunities</p> | 2,3 |

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| | Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network | |
| <p>Maintain and monitor attendance rates of PP children</p> <p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club</p> | Increased attendance at school is vital to enable pupils to reach their potential in terms of attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step. | 2, 4, 5 |
| <p>Provide additional opportunities to engage and promote curriculum areas beyond maths and English, as well as pupil wellbeing</p> <p>School Trips and visitors PTA events, e.g. mufti days, discos, movie nights After School Clubs Music lessons PE opportunities Rock Steady Breakfast club Lunch time clubs Ride High Programme</p> | Our children need experiences and opportunities to develop self-esteem, resilience and perseverance; and to uncover their strengths and talents in a range of forms. The additional experiences that we provide deepen the children's understanding of the wider world beyond their environment. PP funding is vital in providing opportunities for this. | 2, 4 |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

1. Review of expenditure

| Previous Academic Year | | 2020-2021 | |
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| i. Quality of teaching for all | | | |
| Desired outcome | Chosen action/approach | Impact: | Lessons learned (continue with this approach?) |
| 1.1 All PP pupils make at least Expected progress from their starting points | Early assessments identifies gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (A/B/C/D) | <ul style="list-style-type: none"> The use of NTS assessments has enabled gaps to be identified. This has meant that PP pupils have been selected for catch up tutoring. | Monitor closely the PP pupils in Year 3 in Reading and Writing, Year 5 in Reading, Writing and Maths. |

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| | <p>Pupil premium plans being produced with aspirational targets, including annotations of outcomes and impact. (A/B)</p> | <ul style="list-style-type: none"> The inclusion of PP pupils on pupil progress sheets has enabled there to be a more explicit dialogue based on these pupils progress when teachers are meeting with Senior leadership. This enables teachers to monitor the progress of these groups of pupils more closely. | |
| | <p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward (A/D)</p> | <ul style="list-style-type: none"> Monitoring has shown that that children are able to explain their next step challenges when they are personalised to their needs | <ul style="list-style-type: none"> Monitoring has shown that there now needs to be a focus on addressing basic skills when teachers are providing feedback. |
| | <p>Staff training programmes and support with provision for PP pupils (A B/C/D)</p> | <ul style="list-style-type: none"> Through training on mathematical problem solving, reading expectations and retrieval methods staff are beginning to ensure the most disadvantaged pupils are remembering what has been taught. This is evident in pupils' books and subject leaders' monitoring files. | |
| <p>1.2 All PP pupils make expected or better progress based on their starting points</p> | <p>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli</p> | <ul style="list-style-type: none"> The implementation of Tier 2 and 3 words have enabled PP pupils to have a grasp of new vocabulary. Rocket words across the curriculum have also enabled this. The impact of this can be seen in the No More Marking results for KS2 with the progress trajectory showing an upward trend above national in many year groups. | <ul style="list-style-type: none"> The implementation of Tier 2 and 3 words was introduced part way through the year. A more accurate impact measure would have been seen if this was introduced at the beginning of the year. Introduce Tier 2 words into Year 3 Ensure that there is a consistent approach to the use of rocket words across the academy. |

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| | HLTA training for quality teaching in classes and groups when teacher is not in attendance | <ul style="list-style-type: none"> • There have been 1 additional TAs who are currently completing the HLTA training. This has enabled consistency for those most vulnerable PP pupils. Learning behaviours when HLTAs are covering have been maintained positive | |
| | Inform teachers and support staff which pupils are disadvantaged, including those who share multiple vulnerabilities. | <ul style="list-style-type: none"> • All teachers now have a secure awareness of the pupils who have multiple vulnerabilities. This has enabled them to adapt the provision accordingly so that these pupils can access the curriculum content. | <ul style="list-style-type: none"> • Ensure that staff continue to adapt the curriculum content so that outcomes are further improved. |
| To develop senior leaders and middle leaders understanding of the progress and impact of pupil premium activities | Middle leaders and subject leaders build relationships with pupil premium pupils beyond their own classroom, monitoring their progress and engagement. | <ul style="list-style-type: none"> • KS leaders have identified gaps in knowledge through regular discussions about their learning, empowering both pupils and staff. The Head of School has developed stronger relationships with the most disadvantaged, ensuring that they have develop more positive learning behaviours. | <ul style="list-style-type: none"> • From Sept 2021 this activity will be continued, leading to a greater impact. This activity was introduced part way through the academic year. |

| <p>All staff to have a deeper insight into the inspection process focus for PP pupils and how best to support them, in particular with reading.</p> | <p>AIP session to focus on the reading process, including early reading. (A/D/F)</p> | <ul style="list-style-type: none"> • The reading lead and English lead were well informed during a recent monitoring visit, and this led to a positive outcome. (See monitoring visit feedback). • The purchase of wider reading materials has enabled PP pupils to have a wide range of literature to select, promoting a love of reading. | |
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| <p>ii: Targeted Supported</p> | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Impact:</p> | <p>Lessons learned (continue with this approach?)</p> |
| <p>Increased parental engagement and support</p> | <p>Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum</p> <p>Parental courses to develop parental skills.</p> <p>Use ParentPay for contact with parents to improve communications.</p> <p>Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops.</p> <p>Monitoring closely those parents are not engaging and be creative in overcoming barriers (E)</p> | <ul style="list-style-type: none"> • The engagement of pupils during the lockdown period was at least 80% in all year groups. Parents have a clear understanding of what their child is learning, their areas of strength and areas of development and are then able to support them with their home learning. | <p>Provide informal opportunities for parents to engage in school – e.g. 'Share a Story'</p> |

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| <p>Through EHA process, families have support and the pupils' attendance is improved.</p> | <p>Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside agencies.</p> | <ul style="list-style-type: none"> Attendance for particular 'persistent absentee' pupils has improved. Pupil and families have more positive attitudes towards school and are engaging in the process, leading to better outcomes for the pupils. This includes those pupils who are on safeguarding plans. | <p>Attendance officer's hours will increase, enabling her to support further families identified for the EHA process.</p> |
| <p>Percentage of pupil attendance is above national average and at 96%.</p> | <p>Analysing and monitoring attendance and lateness weekly of all pupils.</p> <p>Attendance letters sent to parents where pupils attendance is below 96%.</p> <p>Daily phone calls home for all absent children.</p> <p>Meetings with parents where attendance is a concern and support is offered through engagement with outside agencies. (B)</p> | <ul style="list-style-type: none"> Attendance YTD – 94.46% - this is in line with the whole school YTD attendance. During the lockdown period, all vulnerable families accessed the in-school provision, providing stability and consistency during this time. Other families were provided with laptops and internet access, which enabled them to access the online provision. Therefore, 100% of PP pupils were provided with access to the curriculum during this period. | <p>Continue to embed strategies to support attendance – increased capacity of Attendance Officer to provide home visits and ensure these are completed regularly.</p> |
| <p>Targeted intervention for PP pupils who are</p> | <p>The Senco is proactive in monitoring the progress of these pupils and supporting</p> | <p>All pupils identified have made expected progress in line with their own</p> | <p>Ensure the SENco is competent in accessing the data so that she can have a greater insight into the</p> |

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| <p>also SEND, ensures at least Expected progress is made based on targets set.</p> | <p>and advising teachers on appropriate strategies and intervention to use (A/B/C/D)</p> | <p>starting points and individual targets which have been set.</p> | <p>progress of those pupils who are also SEND.</p> |
| <p>To create a positive playtime experience for all pupils including those who are PP</p> | <p>All staff trained in how to implement the behaviour policy Lunchtime staff receive training (B)</p> | <p>The implementation of the new behaviour policy has meant a reduction in behaviour incidents involving PP pupils. This is evident on SIMs behaviour log.</p> <p>The purchase of the play equipment has ensured that PP pupils are more active and engaged during unstructured times and this has reduced behavioural incidents. (See SIMs immediate 3 log).</p> | <p>Ensure all new staff are familiar with the behaviour policy – Phase Leads to support them with the implementation.</p> |
| <p>Breakfast club provides a positive start to the day and ensures children are ready for learning.</p> | <p>Highlight targeted children and offer parents daily breakfast support and care. (identify pupils with the greatest need)</p> <p>Introduce children to healthy options and self-sufficiency.</p> <p>Social skills are developed through interaction with a variety of ages, games and conversations.</p> <p>(B)</p> | <p>Pupils who have attended breakfast and after school club have had a settled start and end to the day, resulting in improved attitudes towards learning. It has also ensured that the pupils are in school and on time.</p> | <p>Identify any further pupils who would benefit from accessing the WRAP provision.</p> |
| <p>Provide uniform for identified pupils</p> | <p>Highlight targeted pupils – remind about the uniform vouchers.</p> <p>Where appropriate, school to purchase individual items for pupils.</p> | <p>Pupils have a sense of pride and a sense of togetherness with their peers. It also impacted on the parents’ due to the financial assistance provided.</p> | |

iii:Enrichment and Beyond School Factors

| Desired outcome | Chosen action/approach | Impact: | Lessons learned (continue with this approach?) |
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| Increase wellbeing at home and school | <p>Monitoring wellbeing and support of PP pupils</p> <p>Regular meetings with parents to support with strategies to use at home</p> <p>PSHE scheme (Jigsaw) implemented in every class and termly whole school assembly.</p> <p>Drawing and Talking interventions to support PP children A/B/E)</p> <p>Additional curricular activities and trips subsidised by 50%.</p> <p>(B)</p> | <p>Attendance of identified families has improved – families are engaging with school staff, enabling children to make progress.</p> <p>Interventions and catch-up clubs have supported pupils’ mental health and wellbeing resulting in improved attitudes towards their learning.</p> <p>Reduction in number of Immediate 3s (see SIMs behaviour logs)</p> | Identify any new families |
| Development of a nurture based education for our most vulnerable PP children | <p>Develop nurture group/partners to support social and emotional development and provide a nurturing environment/sense of purpose for our most vulnerable children.</p> <p>Staff will model positive relationships with an emphasis on the development of language, communication and social skills.</p> <p>Their levels of achievement will be raised by carefully</p> | <p>Improved attitudes to learning for all pupils, enabling pupils to feel safe, secure and valued. This is evident in the outcomes of PP pupils.</p> | |

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| | targeted learning opportunities which take account of all school policies. (C,D) | | |
| Maintain and monitor attendance rates of PP children | Monitor PP pupils' attendance and follow up quickly on absences. First day response provision. Provision of early start breakfast club | Attendance for particular 'persistent absentee' pupils has improved. Pupil and families have more positive attitudes towards school and are engaging in the process, | Attendance officer's hours will increase, enabling her to support further families identified for the EHA process. Continue to embed strategies to support attendance – increased |
| The use of interpreters enables parents of the most vulnerable pupils to be supported, in school and by multi agencies | Ensure that those families who are most vulnerable have access to the EHA process and are supported so that language barriers do not impact upon the process. | There has been an increased engagement in the EHA process and actions have been addressed. Actions have included parental engagement and attendance. Several EAL pupils who are also PP now attend school full time as the EHA process has meant that there is not a need for a part time timetable. | Making use of interpreters sooner would have enabled the small number of pupils on PT timetable to increase to full time more quickly, |
| Pupils to attend the Ride High equestrian programme. | Weekly visits to the Ride High Centre Complete pre- and post-session questionnaires to assess the impact. | All pupils who attended the programme showed improvements in the following areas: <ul style="list-style-type: none"> • Aspiration • Confidence • Learning • Communication and support | Continue to access this provision from the Autumn Term, to enable more pupils to access this opportunity. |
| Provide additional opportunities to engage and promote curriculum areas beyond maths and English, as | School Trips and visitors PTA events, e.g. mufti days, discos, movie nights After School Clubs Music lessons PE opportunities | A range of enrichment activities have ensured that pupils remain engaged with school and their learning – pupils have accessed activities specific to their own needs – e.g. individualised | |

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| <p>well as pupil wellbeing</p> | <p>Sumdog</p> <p>TT Rockstars</p> <p>Rock Steady</p> <p>Breakfast club</p> <p>Lunch time clubs</p> <p>(B/D)</p> | <p>nurture/intervention programmes.</p> | |
| <p>To provide summer sporting activity provision so that pupils remain engaged and active during the summer holidays.</p> | <p>Engage with Freestyle to provide the provision</p> <p>Ensure that all PP pupils are offered the provision and parents are informed.</p> <p>Monitor the attendance to the provision so that it has the greatest impact.</p> <p>(B/D)</p> | <p>Intended impact -- PP pupils are ready for learning in September, due to the structure of the summer holidays, this will also impact on attendance rates.</p> <p>PP pupils remain active having a positive impact on their physical development.</p> <p>Through new experiences PP pupils will gain greater confidence and self-esteem.</p> | |