



Pupil premium strategy statement – Hardingstone Academy

This statement details our school's use of pupil premium for the period of 2022-25 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	231
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022- completed. July 2023 – completed. July 2024 - completed July 2025
Statement authorised by	Zoe McIntyre
Pupil premium lead	Zoe McIntyre and Gill Glenn
Governor / Trustee lead	David Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60238.57
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	£60238.57

Part A: Pupil premium strategy plan

At Hardingstone Academy, we have many families who experience impoverishment on different levels, however, we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

As a result, our Pupil Premium strategy is driven by prioritising the ability of all our students to engage effectively and to enable our staff to personalise our broad and enriched curriculum to meet the vast array of pupils' academic, social and emotional needs.

At Hardingstone Academy, we are committed to investing in all initiatives we deem necessary to ensure that our disadvantaged and more vulnerable pupils flourish, gaining the knowledge, skills and behaviours to succeed in life due to the different experiences and opportunities we provide. Through our enriched curriculum we aim to ensure that the most disadvantaged achieve the best possible outcomes and knowing and remembering more to gain the cultural capital to succeed in adult life.

Challenges

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

Challenge number	Detail of challenge
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. <i>During the academic year 2022-23, we have seen positive re-engagement of all pupils who are disadvantaged.</i>
3	Discrepancy between the level of engagement of pupils and families with home learning. <i>Now that the pupils are in attendance at school, the behaviour for learning has proven to be positive and all pupils are accessing the curriculum well, however there is more to be done to ensure that certain pupils make more rapid progress.</i>
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. <i>2022-23 This is no longer a concern as many of our disadvantaged pupils are accessing the curriculum and learning is being well adapted to achieve this.</i>
5	Involvement with other agencies. <i>2022-23 The close monitoring by school DSLs has been positive, for those pupils who are part of a safeguarding plan. EHA support has increased, however wider agency engagement needs to be addressed.</i>
6	Low aspirations from parents. <i>2022-23 Engagement of parents has improved, at TLC meetings. More needs to be done to engage parents in academic information sessions.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>The all PP chn make improved rates of progress</p>	<p>All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher half termly 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.</p>
<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>	<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 disadvantaged pupils at some point during each academic year.</p> <p>Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils’ wellbeing.</p>
<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, Completion of homework to be analysed so that those pupils who are not completing can be supported.</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 No longer applicable</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: £26,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 disadvantaged pupils as a focus for development and pedagogy. This information can be used to remove barriers to learning and accelerate progress.</p>	<p>1, 2,3, 4</p>
<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</p>	<p>1, 2, 3, 4</p>

	motivation to learn, resulting in pupils making sufficient and sustained progress	
Pupil premium plans being produced with aspirational targets, including annotations of outcomes and impact.	Individual targets are set using FFT and for all PP pupils. Teachers are informed to complete the one page profile, to include lesson targets and enrichment	1,2
Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward	Feedback policy to be reviewed and shared with all staff and implemented. Children are engaging with the feedback provided PP pupils work is 'hot-marked' and teachers make appointments with PP Pupils during lessons to ensure learning is progressing. Feedback is timely and regular to address individual of areas of successes and areas to further develop.	1,4
Staff training programmes and support with provision for PP pupil	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. Teachers are equipped to deliver Maths Talk to enhance mathematical skills All teachers use Edukey effectively, where interventions will be recorded and monitored for impact. All teaching assistants are utilising Edukey Whole school staff meetings to share updates and guidance on current disadvantaged pupils	1, 2, 3, 4
All PP pupils make expected or better progress based on their starting points	Children will have access to appropriate resources to enable them to access the curriculum as best as possible.	1, 3

Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli		
Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities.	All staff will have a good understanding of the needs of all pupils and will therefore be able to cater for their needs effectively (highly effective personalised learning)	3

Targeted academic support (for example, support structured interventions)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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"> <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i> 	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>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 an 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>	5

<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>Increased participation and completion of home learning</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.</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>	2
<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>	1,3
<p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children.</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>	2,3

<p>Staff will model positive relationships with an emphasis on the development of language, communication and social skills.</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>Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network</p>	
<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>	<p>1, 2, 3, 4</p>
<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>	<p>2</p>
<p>Breakfast club provides a positive start to the day and ensures children are ready for learning.</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>2</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>Social skills are developed through interaction with a variety of ages, games and conversations.</p>	<p>Through offering food, we prevent children from feeling hungry or going without food, before school.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Monitor PP pupils’ attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club.</p>	<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.</p>	2,4
<p>Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them access all curriculum content. Embedding the Zones of</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>Regulation will enable pupils to have a wider set of resources to support their emotional wellbeing.</p>		
<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 Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network Family support worker to be in attendance on a Monday and Friday delivering art and nurture activities.</p>	<p>2,3</p>
<p>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</p>	<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.</p>	<p>2, 4, 5</p>
<p>Provide additional opportunities to engage and promote curriculum areas beyond maths and English, as well as pupil wellbeing 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 – No longer used impact not seen. Therefore, 2025.25 will identify pupil interests in addition to those listed above.</p>	<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.</p>	<p>2, 4</p>

Part B: Review of outcomes in the previous academic year 2023/24

Pupil premium strategy outcomes

Desired outcome	Chosen action/approach	Impact:																																																																						
<p>Teaching</p> <p>All PP pupils make expected or better progress based on their starting points</p>	<p>Early assessments identify 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 (1, 2, 3, 4)</p>	<p>Termly learning conferences completed. Pupil Progress meetings identified all children not making expected progress and intervention plans put in place. Identified times for interventions during assembly. Pre and Post teaching interventions put in place. Quality first teaching within classroom targeted those not making expected progress. The use of NTS assessments has enabled gaps to be identified. This has resulted in the accurate identification of PP pupils to be part of the catch-up tutoring programme.</p> <p>All year groups in line or above national average for PP in reading and Maths, except for year 5. Pupil Premium pupils in Year 5 have made progress in relation to targets. Moving into year 6, the Year 5 children will be targeted.</p> <p>All year groups in line or above national average for PP in writing, except for year 3 and 5 Pupil Premium pupils in these year groups have made progress in relation to targets, however writing is an area to focus on next academic year.</p>																																																																						
		<table border="1"> <thead> <tr> <th></th> <th></th> <th colspan="3">Reading</th> <th colspan="2">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Year</th> <th></th> <th>National</th> <th>NTS</th> <th>TA</th> <th>National</th> <th>TA</th> <th>National</th> <th>NTS</th> <th>TA</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>PP</td> <td>51%</td> <td>17%</td> <td>17%</td> <td>58%</td> <td>17%</td> <td>52%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>72%</td> <td>72%</td> <td>77%</td> <td>77%</td> <td>65%</td> <td>73%</td> <td>74%</td> <td>71%</td> </tr> <tr> <td>4</td> <td>PP</td> <td>51%</td> <td>50%</td> <td>50%</td> <td>58%</td> <td>50%</td> <td>52%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>72%</td> <td>91%</td> <td>91%</td> <td>77%</td> <td>77%</td> <td>73%</td> <td>91%</td> <td>85%</td> </tr> <tr> <td>3</td> <td>PP</td> <td>51%</td> <td>75%</td> <td>75%</td> <td>58%</td> <td>25%</td> <td>52%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table>			Reading			Writing		Maths			Year		National	NTS	TA	National	TA	National	NTS	TA	5	PP	51%	17%	17%	58%	17%	52%	33%	33%		Non-PP	72%	72%	77%	77%	65%	73%	74%	71%	4	PP	51%	50%	50%	58%	50%	52%	67%	67%		Non-PP	72%	91%	91%	77%	77%	73%	91%	85%	3	PP	51%	75%	75%	58%	25%	52%	50%	50%
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5	PP	51%	17%	17%	58%	17%	52%	33%	33%																																																															
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4	PP	51%	50%	50%	58%	50%	52%	67%	67%																																																															
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	Non-PP	72%	78%	88%	77%	68%	73%	83%	80%
2	PP	51%	67%	50%	58%	50%	52%	67%	67%
	Non-PP	72%	88%	88%	77%	67%	73%	92%	92%
1	PP	51%	67%	67%	58%	67%	52%	67%	67%
	Non-PP	72%	75%	75%	77%	70%	73%	75%	75%

Pupil premium pupils' targets are aspirational pupil and pupil premium documentation has a clear focus for these pupils; all actions and interventions, along with impact discussed. **(1,2)**

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 at termly pupil progress meetings. This enables teachers to monitor the progress of these groups of pupils more closely. This also enables teachers to provide in class interventions to ensure that pupils catch up.

Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward **(1, 4)**

Live marking in classroom enabled purposeful and timely feedback. Feedback provided is addressing next steps in learning. This is becoming evident in wider curriculum books. There is evidence of addressing of fundamentals when teachers are providing feedback.

Staff training programmes and support with provision for PP pupils **(1, 2, 3, 4)**

Staff have been provided with training through the National College and through weekly staff meetings.

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 evidence and we are beginning to see that these pupils know and remember across all curriculum areas

Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli **(1, 2)**

Visual timetable and prompts in place in all classrooms. Rocket words across the curriculum have also enabled this. Classes are now accessing widget to ensure that key vocabulary is accessible to all pupils, particularly those with EAL or SEND and this has supported the further use of knowledge organisers for these pupils, enabling them to use retrieval in order to know and remember more.

Inform teachers and support staff which pupils are disadvantaged,

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

	including those who share multi-vulnerabilities. (4, 5)	these pupils can access the curriculum content; All teaching staff have access and input into intervention plans and IEPs for those with additional needs. TA folders maintained.
Desired outcome	Chosen action/approach	Impact:
Targeted academic support To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track.	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. (1, 2, 3, 4)	Most PP pupils have made at least expected progress from their individual starting points across Reading, Writing and Maths. Where some pupils may not have moved from W to Exp and Exp to GD, there is evidence in books that these pupils have made progress within each of these bands.
	Early assessments identify 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 (1, 2, 3, 4)	The use of NTS, NMM and other assessment data is used to inform targets, and these were reviewed termly. Teachers made adaptations to intervention groups and tutor groups to support pupils where needed.
Teachers know and understand how vulnerabilities influence pupils' learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.	Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum Parental courses to develop parental skills. Use Arbor for contact with parents to improve communications. Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops. Monitoring closely those parents are not engaging and be creative in overcoming barriers (5)	Parents have a clear understanding of what their child is learning, their areas of strength and areas of development. This information is then used to support pupils at home. Letters sent home where pupils are not completing home learning has helped to improve completion.
	Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside professionals e.g. EHA. (5, 6)	Attendance for some persistent absentees has improved. Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for pupils. This includes those pupils on safeguarding plans.
	Highlight targeted children and offer parents daily breakfast support and care. (Identify pupils with the greatest need) Introduce children to healthy options and self-sufficiency. Social skills are developed through interaction with a variety of ages, games and conversations. (2)	Those pupils who have attended breakfast and after school club have had a settled start and end to the day, thus resulting in improved attitudes towards their learning. This strategy has also enabled us to monitor these pupils being in school on time.

<p>100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show positive engagement in other activities during the year.</p>	<p>Analysing and monitoring attendance and lateness weekly of all pupils. Attendance letters sent to parents where pupils attendance is below 96%. Daily phone calls home for all absent children. Meetings with parents where attendance is a concern and support is offered through engagement with outside agencies. (2)</p>	<p>Letters are sent to parents where their child has fallen below the national average for attendance.</p> <p>Parenting contracts are also in place where needed. Home visits have also helped to ensure that the attendance of PP pupils is positive.</p> <p>Staff are aware of those pupils whose absence is below the national average and they have been proactive in engaging with parents and therefore improving attendance of some pupils.</p> <p>All parents attend TLC or are followed up to achieve 100% attendance.</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. (1, 2, 3, 4)</p>	<p>All pupils identified have made expected progress in line with their own starting points, and individual targets which have been set by the class teacher alongside the SENCO. The Senco has supported during lessons, and this has helped to improve the adaptation of the curriculum for those pupils requiring this.</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact:</p>
<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>	<p>Develop strategies to support identified individuals to include providing 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. (2, 3)</p>	<p>Children who are attending nurture sessions have developed regulation strategies to aid learning. Relationships with external agencies have been further strengthened. This has enabled positive signposting for parents and provide an accurate support network.</p> <p>Interventions and additional clubs have supported pupils' mental health and have contributed towards improved attitudes towards school and their learning.</p> <p>There continues to be a reduction in the number of Immediate 3s for pupil behaviour.</p>
	<p>Develop strategies to support identified individuals to include providing 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. (2, 3)</p>	<p>Improved attitudes to learning for all pupils, enabling them to feel safe, secure and valued. This can be evidenced in the outcomes of all PP pupils, and in discussion with them.</p>
	<p>Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them to access all curriculum content. (2, 4)</p>	<p>Improved attitudes to learning have enabled pupils to access the curriculum better. There have been improvements seen in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Self-esteem • Communication and support

	<p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club (2, 4, 5)</p>	<p>Pupil Premium attendance 94.1% compared to whole school attendance of 96.3%. Pupil Premium attendance in line with national average.</p> <p>Pupil Premium attendance impacted by ongoing medical condition resulting in attendance of 63% by one pupil.</p>
	<ul style="list-style-type: none"> • School Trips and visitors • PTA events, e.g. mufti days, discos, movie nights • After School Clubs • Music lessons (Rocksteady) • PE opportunities • Breakfast club • Lunch time clubs • Ride High Programme <p>(2, 4)</p>	<p>A range of enrichment activities have ensured that pupils remain engaged with school and their learning, with pupils accessing activities specific to their needs. Monitoring of activities accessed by Pupil Premium pupils. Those who had not received any funding for residential, trips and clubs approached directly to identify interests and relevant activities suggested. All Pupil Premium children had same access to enrichment opportunities in school and after school clubs as non-Pupil Premium pupils. All Pupil Premium pupils had a fully or partly funded enrichment opportunity (club and/or trip/residential).</p> <p>All pupils who have participated have demonstrated an improved attitude towards school and their learning, with some pupils demonstrating improved confidence and self-esteem, impacting on positive outcomes.</p>
	<p>Playleaders to be trained by BH and used to support younger pupils during break and lunch time, including indoor play (PP pupils trained)</p>	<p>Play Leaders active with children at break and lunch times. Pupils are engaged during unstructured times, ensuring less wasted learning time.</p> <p>Reduction in number of behaviour incidents at break and lunch times through the year. Positive relationships developed between older and younger pupils, providing younger pupils with positive role models. Year 6 playleaders have developed leadership skills. Playleaders have developed resilience and self-confidence through developing their leadership skills. This is evident in their organisation of games and setting up of equipment.</p> <p>Number of behaviour incidents reduced from 47 on Autumn term to 23 in Summer Term.</p>