PUPIL :MIUM REVIEW

2021-22 ACADEMIC YEAR

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PUPIL PREMIUM AND RECOVERY PREMIUM STRATEGY

2021-22 ACADEMIC YEAR

2020-2023 THREE YEAR PLAN

FOR:

2020-2021 Pupil Premium strategy outcomes

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

As previously stated, 2020-2021 was to be the first year of 3-year strategy, but in light of the disruption to schooling caused by Covid-19 and the attainment gap widening as a result of this and the many other socio-economic issues associated with the pandemic, it has meant some of the actions identified below will differ from the proposed strategy for 2020-21(originally published on our website).

Due to the high levels of isolation of children during the year and the spring term lockdown, we had to adapt the way the pupil premium grant was spent to meet the learning and emotional needs of our pupils.

Please also see the Covid Catch Up Fund document, which identifies how that specific fund was used.

Teaching

Total Number of Children on role	492		
Total number of Children eligible for PPG	101		
Total amount of PPG received	£132300		
Date of last review	November 2020	Planned date of next review:	July 2021
	Number of children	**Funding per child**	**Total**
Nursery Ever 6 FSM	0	£111.30	0
R -Y6 Ever 6 FSM	100	£1320.00	£132000
Adopted from care	0	£2300.00	0
SGO	0	£2520.00	0
Looked after child	0	£2520.00	0
Service Pupil Premium	1	£300.00	£300

Actual cost: £ £132,300

Targeted academic support

Activity	
The purchase of 60 Laptops and additional equipment were bought to support on line Maths and English learning using the Catch-up fund.	• Y1-Y6 Pupil Premium children 62% met their reading target • 56% met their writing target

	• 62% met their maths target despite the disruption to learning
Interventions and small group teaching to develop specific academic skills across Reception to Yr6, including RWInc 1:1 catch up, speech and language support (NELI)	• There were a range of academic interventions run through the year to aid catch up for specific pupils. Unfortunately, due to the impact of covid '19 on staffing, many interventions ran intermittently or were not fully completed, e.g NELI programme for Reception. • Year 2 RWinc pupils have made significant progress with their words per minute scores. • Year 2 RWinc pupils in blue and grey groups were able to return back into class for the last few weeks of the summer term as they had made so much progress.
Continue with online provision for reading and maths skill development (including times tables) and use of our virtual platform for learning Google Classroom.	• All PP children that needed support with technology during lockdown or periods of class isolation were provided with a device. Any other family struggling with engagement during isolation periods were also offered a device until all were loaned out. • There was a bank of devices available to PP children in years 3-6 that were and continue to be available on a long-term loan basis to continue to access Google Classroom, and TT Rockstars etc. • 102 pupils were monitored closely over the initial few weeks of lockdown, as not engaging fully with online learning and being identified as vulnerable. • All pupils and parents were spoken to regularly by phone to assess reasons for lack of engagement, to offer encouragement and to find ways we could support our families. • Children identified as a concern were given a space in school for the last 5 weeks of lockdown. • Remote Learning analysis showed that, 90% of our children were engaged in learning through Google Classroom this includes an average of 51% in the first week of lockdown increasing to 90% engagement by week two. • In any areas where PP children could not access or were not visible online, home visits were carried out and paper packs were issued and collected

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

Budgeted cost: £93,365

Activity	Evidence that supports this approach
Interventions to promote self-esteem, self-regulation, well-being and support behaviour of key pupils.	A range of intervention groups ran throughout the year to support our pupils. These groups either ran face to face or during lockdown, were held virtually, where possible. With pupil being absent form school so often over the last 2 years, pupils have struggled more in the classroom to maintain focus and be engaged fully in lessons. The Learning Mentor and Family Focus Coordinator have helped to run transition support to enable children to get back into school with a reduction in serious incidents and disruptive behaviour CLASS CHARTS data shows that Pupil Premium children's behaviour is in line or better than other children not eligible for PP. When compared to children not eligible for PP, there were 68 less incidents of low-level disruptive behaviour recorded in Autumn 2020. With more serious cases of disruption there were 101 less incidents recorded involving children eligible for PP. Training was delivered for Teaching Support Staff from the AHT Inclusion and Counselling Services Manager. This training gave a range of strategies to enable teaching assistants to support children's wellbeing within the classroom and also to manage children's behaviour on return from lockdown. Many of the pupils who received support this year, will continue to receive support in 2021-22, due to the complex nature of their needs. Re-introduction of Regulation Stations in place in classrooms to support self-regulation and the behaviour policy School values introduced and embedded (staff and children) Teachers were asked to baseline each child's performance against a criteria for each value in Autun 2020 and this was revisited in Summer 2021. Factors to consider include mobility, in each class, lockdown, self isolation periods for bubbles. All classes from N to Y6 showed an increase in the number of children 'Working At' or 'Working above' against the value statements/criteria

Speech & Language Support	Pupils were identified early and reviewed for support in Autumn 2020 and all pupils received the identified support when in school. We worked with the speech and language service remotely to provide continuity of support for children who did not attend school during lockdown. After the end of year review, all pupils who continue to need additional speech and language support, are being supported in this next academic year. WELCOMM data shows that 51% of the EYFS cohort do not have age-appropriate language skills on entry to Nursery or Reception
Learning Beyond the Classroom inc. residential trips & forest schools £2000	After school activities were able to go ahead in the summer term including day trips so all learners had access to life that had been missed or limited due to the significant impact of the pandemic. This had an impact on attendance (for example 92% of PP children attended their trip in Year 4, the 2 children who did not attend were COVID related absences) wellbeing, safety and enjoyment Providing real life experiences to the children to aid their writing PP learners who had suffered a deficit during school closures, still met targets set at the beginning of the year, see above data
Family Focus Coordinator £15000	Numbers of hard to engage families are reduced with all families engaged with school Clear signposting of services to early help offer and is on our website Parenting support Establishing a food bank provision which has an average attendance of approx 50 weekly families with the majority being PP We also worked with 'Help Harrow' to give out approx 2000 hot meals to PP children
Uniform Support £2500	Academy will provide uniform support through its uniform partners for those parents wishing to claim support The academy will purchase uniform for children it feels are underequipped and parents have not provided suitable equipment even after prompting, to ensure a level playing field Widespread encouragement of pride in personal appearance, presentation and the academy itself Increase in self-esteem for PP children in need of uniform support
Extra-Curricular clubs in academy £1000	Creating opportunities Providing a range of support for all learners and encouraging children to try and learn new skills Raising child self-esteem and confidence Extra-Curricular activities can improve leadership skills and teamwork amongst their peers. 19% Pupil Premium children

Music Lessons and Musical Instruments for PP children £1500	To encourage musical expression in those who would not have had a chance to do so Creating opportunities Raising child self-esteem and confidence Discounted music lessons for interested PP children who learns a musical instrument 18% of children learning an instrument in Summer 2021 were PP
Family Learning Support through a range of parenting courses offered £2500	Quantifiable reduction in number of child protection issues across the academy Raising child self-esteem and confidence Support parents in providing the best for their children – communication, language and stability at home Supporting parents in working with their child - providing a platform where they can learn alongside their child and work with their child on what is being taught in academy
Salary contribution for PP Premium (33% of Y6 cohort are PP, meaning a 33% contribution to this spend) Interventions Spend and Intervention Delivery £15000	All Children, including Pupil Premium Children, are tracked and offered support when need by learning mentor. This will be evident in qualitative emotional wellbeing of PP children Pupil Voice Survey will show increased emotional wellbeing across the academy Raising attainment in PP learners
The Space – School Counselling Programme (22.6% of Children are PP meaning 22.6% of academy cost) £2315	All children from year 1 upwards can self-refer to The Space via a post box system. Children then have access to The Space to talk about their worry. If needed, concerns are passed on and intervention put into place Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives
Contribution towards Success For All program to support the English attainment of Pupil Premium learners across Y3, 4 & 5 £4500	Improved progress and attainment for PP learners Closing the gap between the attainment of children described as non-PP and PP Effective standards of teaching and learning in all classrooms to support 100% of children described as PP to meet their targets
Funding for lunches and vouchers for families no longer FSM but are PP £10000	Children basic needs are met Families feel positive in their parenting as they can provide food for their children
Funding for 50 additional laptops and devices £10000	All PP children have home access to internet and a device Children can equally access learning remotely Children make equally good/better progress by being upskilled and enabled
Salary contribution for Pupil Premium for work done by Assistant Headteacher/SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability) £15000	Increased and accelerated attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths,

	Qualitative improvement in classroom participation, enjoyment and fulfilment Rising attainment in PP learners and raising child self-esteem and confidence - data to show this Support the more able PP to continue to succeed - access to the more and most able provision Ensure Y6 children are able to succeed in the SATs
Salary contribution for PP Premium for work done by Headteacher as strategic lead for Pupil Premium (22.6% of learners described as Pupil Premium) £15000	Increased attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths,Qualitative improvement in classroom participation, enjoyment and fulfilment Rising attainment in PP learners and raising child self-esteem and confidence - data to show this Support the more able PP to continue to succeed - access to the more and most able provision
22.6% contribution to salary for 0.4 FTE School Counsellor £6000	All Children, including Pupil Premium Children, are tracked and offered support when need by learning mentor. This will be evident in qualitative emotional wellbeing of PP children Pupil Voice Survey will show increased emotional wellbeing across the academy Qualitative improvement in resilience, social skills, managing transition amongst PP learners Raising attainment in PP learners Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement

Total budgeted cost: £ 132,300

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
TTRockstars	Maths Circle Ltd
Counselling Service	Harrow Schools Counselling Partnership

2020-2023

The Pegasus Partnership Trust

STRATEGY STATEMENT

Recovery from the COVID-19 Global Pandemic for Disadvantaged Children/those in need

Context:

Since February 2020 the UK has been affected by COVID-19, leading to a national lockdown in March 2020 before a national school reopening in September 2020 and a subsequent set of lockdowns along with local tiered restrictions. This has affected the mental health and wellbeing of children, their families and staff in different ways and has also financially affected the Trust through loss of lettings income and potential funding changes over the next three years to address a national financial deficit.

Objective:

To ensure all academies are COVID-safe and all children rapidly recover from gaps in learning to achieve their personal bests

Whilst we are in a global pandemic, the Trust needs to follow all guidance to protect all stakeholders, make best use of technology and identify alternatives to funding and income generation to secure financial stability and budget projections over the next three years.

We will achieve this objective by:

- Implementing an efficient assessment of curriculum coverage and followed by baseline assessment of all children in order to plan a broad and balanced education recovery plan
- Developing cost-effective and research-tested catch-up initiatives across all ages and phases (see EEF Guidance document)
- Re-aligning policies, expectations and curriculum based on changes
- Having well-being awareness, identifying children/staff who may require support to overcome barriers to learning linked to mental health, equality of access or personal development

Key Performance Indicators

1. All academies fully open, COVID safe, isolated COVID-cases; remote learning in place and accessible for those self-isolating
2. Broad and balanced curriculum in place with a recovery programme linked to changes in curriculum coverage
3. Baseline assessments and gaps identified and addressed promptly
4. Catch up interventions implemented

5. Tracking shows progress towards FFT estimates

2021-2022

The Welldon Park Academy

PUPIL & RECOVERY PREMIUM STRATEGY

This statement details our academy'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 academy.

Academy overview

Detail	Data
Academy name	The Welldon Park Academy
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	22% (102 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Sash Hamidi, Executive Headteacher Local Stakeholder Group Education & Safeguarding Committee
Pupil premium lead in this academy	Sanjana Bakshi
Local Stakeholder Group Associate lead	Becky Cleary
Trustee lead	Aliya Dhanji

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,050.00
School led tutoring premium	£10,453.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£131,503.75**

Part A: Pupil Premium 2020-2023 Strategy Plan

Statement of intent

Our objective at The Welldon Park Academy is to use our Pupil Premium Grant to raise the attainment of pupils from low income and vulnerable families so that the gaps between their academic achievement and their peers is narrowed or closed.

2021-22 was to be the second year of a 3-year strategy, in light of the disruption to schooling caused by Covid-19 and the attainment gap widening as a result of this, we have had to review our current provision for pupil premium children and to reflect the educational recovery needs of our pupils.

Our key principles when deciding on how the PPG is spent are:

- to select approaches supported by strong academic evidence
- to focus on a small number of priorities which are likely to make the biggest difference
- these actions form part of the whole school development plan
- our focus is on controllable challenges that have the most significant impact on disadvantaged children

2020-2023 Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental Engagement
3	Access to technology
4	Aspirations
5	Mental Health

By 2023 - 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
All disadvantaged children make equally rapid progress from baseline assessments on entry to Nursery and/or Reception to the end of year assessments	Gaps in rates of progress between disadvantaged and non-disadvantaged children are narrowed or closed
There is no attainment gap between disadvantaged and non-disadvantaged children through effective staff deployment, training and effective interventions	Attainment targets for Y1-Y6 Phonics Screening, Reading, Writing, Maths, Multiplication Tables Checks and Grammar Punctuation and Spelling are achieved by all disadvantaged children
Disadvantaged children access remote and blended learning to enable learning to continue at home	All disadvantaged children have devices to access learning at home, are supported by academy staff (including support for adults at home) on using devices to achieve.

Planned Activity in the 2021-22 academic year for The Welldon Park Academy

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Teaching

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Looking at our data we know that there are a significant number of children reading at less than 90words per minute. Research shows that children who read less fluently than 90 wpm cannot retrieve information from the text. We are therefore investing in CPD for staff on reading. Teaching reading (RWI/Literacy and Language) Reading fluency (Reading Plus) Reading interventions- hearing children read and promoting the love of reading. By using consistent approaches this will aid transition from EYFS to the National Curriculum and in turn prepare those moving between national curriculum key stages for the next step in their learning journey, not just in reading, but in fluency and understanding	**EEF advises** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading 	4 and 5
Recruitment & Retention: *We know that workload is a big consideration and pressure on teachers. We are exploring ways to reduce the workload and support teacher wellbeing through strong systems, increased organisation and purposeful planning. We are using the ECF as a learning tool to improve support for all teachers.*	**EEF Research** https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention?utm_source=/news/new-initiatives-to-improve-teacher-retention&utm_medium=search&utm_campaign=site_search&search_term=retention	1,4 and 5

Quality CPD is essential (See above)		
In-class resources: *We are a book rich school with a wide range of reading material. We have set up many points of access for disadvantage children. There are class libraries with a range of texts available for each class. We are developing irresistible reading areas around the school to promote the love of reading. There is a mobile library that goes out to the playground on dry days and we send home a minimum of 2 reading books per week ensuring that there is equal access to fiction and non-fiction books. Alongside the technical process of reading it is essential that we maintain a love of reading.*	**EEF research** Reading Comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. The wider range of reading matter the more chance there is of motivating and engaging readers Research from the 'Inspire Literacy' foundation suggests we should be focussing on these key questions to promote Reading for Pleasure: • What do the whole staff understand by RfP and the associated subject knowledge and pedagogy? (In addition to pedagogy for developing comprehension or phonics which is different) • Are staff knowledgeable about children's literature? • Are they regular up-to-date readers of children's books and do they model informal book talk around school? • Do children talk informally about the books they are reading – are adults skilled at allowing this, encouraging it and do we allow time for it? • Who are our 'RfP disadvantaged' pupils and what are we doing for them? What is the quality and breadth of material on offer in every classroom / across school (including library areas if you have them) for children to choose? Do we have up to date, quality, diverse and representative books and are teachers well versed in these to be able to make recommendations? Do parents have an idea about the great authors and books they might be encouraging their children with? • How extensive is our reading community? Have we brought parents and others in to the reading community yet? To what extent? • What does the general school environment and use of curriculum time show about how much we value RfP? A research project is being carried out to address these questions by the curriculum team	4,5

Targeted academic support:

Budgeted cost: £27,*500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring - 1-to-1 and small group tuition *We will enable as many identified pupils (these are PP children or those where the attainment gap has widened over lockdowns/we have identified as vulnerable) as possible to access good quality, targeted tuition in maths. We will use the Government's National Tuition Programme to achieve this. This means that the DfE pay 70% of the cost and the school funds 30% of the cost* *This is an online package, delivered at the start of the school day by online qualified tutors, but supervised in school. This will slightly extend the hours in school, without impacting on lost teacher time. This is also delivered with a free breakfast for children attending.*	EEF advises https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition	3,4 and 5

1:1 support: *We are looking at various interventions including the GAP analysis that is provided by the NFER assessment tool. RWI shows the gaps in reading and phonic knowledge and allows us to provide targeted 1:1 catch up within school time. In addition to that we are researching 1:1 and small group tuition in specific areas with teacher input*	**Reading with pupils** Targeted support is shown to have high impact if it is well sequenced and planned, with a robust assessment of progress to move pupils on. This targeted support will have more impact if it is additional to and explicitly linked to normal lessons. If using TAs 1:1 interventions are most beneficial when a structured intervention with well trained staff (Such as RWI) is in place	4,5
Interventions reading plus	**Reading plus** Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA). Reading Plus' research portfolio of studies meets the highest levels of evidence needed under ESSA to evaluate instructional programs. As a result of those studies, Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations.	3, 4 and 5

Wider strategies:

Budgeted cost: £65,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health: *All staff and parents need to be explicitly aware of the Early Help offer. This includes signposting to the relevant agencies or therapists in the school setting or outside. All staff have had DfE and PHE training on Wellbeing and Mental health using the Look Listen and Link method to support and signpost*	**Early Help** Identifying needs of pupils reduces mental health issues. Evidence suggests that a strong 'Early Help' offer with access to acute services such as counselling and learning mentors allows children to work on their mental health, with support, to develop strategies that sustain good mental health.	5

Wellbeing is also created from organised and streamlined systems that enable people to do work that has impact		
Attendance: *Children who are classed as persistent absentees will be on an attendance plan. We will work closely with the Local Authority to ensure that we have a relentless approach to children who regularly miss school without good reason. Weekly reports are written by the attendance officer and analysed by SLT* *A rigorous plan and timetable is in place for letters to parents of pupils who fall below 96% stating the importance of bring children to school, their legal duty and the consequence of not doing so.* *We provide personlised early outreach for those who are struggling*	**Government research, led by Charlie Taylor showed these approaches as vital:** • Looking out for patterns of poor attendance in school nurseries so issues can be tackled as early on as possible • Using measures such as walking buses, home visits or staff picking children up from home • Working with other agencies and avenues such as education welfare officers, social services, the police and the courts where parents do not co-operate • Teaching parents to understand the difference between minor ailments and illnesses that warrant a day off • Refusing every request for holidays unless there are really exceptional circumstances	1
Behaviour: Continue to meet the needs of all pupils through a firm and fair process. Using the Principles of Nurture – every behaviour is a communication. Staff focus has been on relationships with their pupils, greeting and getting to know them. We are still embedding whole school strategies as well as class expectations. We have a range of focused interventions with a learning mentor or the SENCO for individual needs	Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour 	1,2,3,4 and 5
Family engagement: We are beginning to develop parental engagement projects. We are investigating ways to engage parents in a sustained way that will bring a window to their child's work and break down barriers between home and school	Research shows that children who's parents are involved in their early education (EYFS) have more secure attachment and confidence in later life. We therefore will continue to stay and play events, invite parents and hold workshops. Children make the best progress when parents are involved with their child's learning	2
Salary contribution for Pupil Premium for work done:	Increased attainment across RWM for all PP learners accessing interventions delivered	2,3,4,5

by Assistant Headteacher and SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability) £15000	by experienced teachers and for end of Key Stage results Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the academy Qualitative improvement in classroom participation, enjoyment and fulfilment Rising attainment in PP learners and raising child self-esteem and confidence - data to show this Support the more able PP to continue to succeed - access to the more and most able provision Ensure Y6 children are able to succeed in the SATs	
Salary contribution for PP Premium for work done: *by Headteacher as strategic lead for Pupil Premium (22.6% of learners described as Pupil Premium) £15000*	Increased attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results Improved organisational effectiveness across the Academy that provides robust and rigorous assessment and tracking of PP children and interventions, both pastoral and academic Experienced support staff delivering high quality intervention evident in in house monitoring High quality interventions Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths, Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the academy Qualitative improvement in classroom participation, enjoyment and fulfilment Rising attainment in PP learners and raising child self-esteem and confidence - data to show this	4,5
Counselling Program *The Space – School Counselling Programme (22.6% of Children are PP meaning 22.6% of academy cost) £2315*	All Children, including Pupil Premium Children, are tracked and offered support when needed by learning mentor. This will be evident in qualitative emotional wellbeing of PP children	4,5

	Pupil Voice Survey will show increased emotional wellbeing across the academy Qualitative improvement in resilience, social skills, managing transition amongst PP learners Raising attainment in PP learners Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement	
FT Counsellor Contribution *22.6% contribution to salary for 0.4 FTE School Counsellor £6000*	All Children, including Pupil Premium Children, are tracked and offered support when need by learning mentor. This will be evident in qualitative emotional wellbeing of PP children Pupil Voice Survey will show increased emotional wellbeing across the academy Qualitative improvement in resilience, social skills, managing transition amongst PP learners Raising attainment in PP learners Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement	4,5
Contribution Resources *Contribution towards Language and Literacy program to support the English attainment of Pupil Premium learners across Y3, 4 & 5 £7000*	Improved progress and attainment for PP learners Closing the gap between the attainment of children described as non-PP and PP Effective standards of teaching and learning in all classrooms to support children described as PP to meet their targets	4
Extra Curricular *Extra-Curricular clubs in academy £1000*	Creating opportunities Providing a range of support for all learners and encouraging children to try and learn new skills Raising child self-esteem and confidence Extra-Curricular activities can improve leadership skills and teamwork amongst their peers. 19% of the children attending extra-curricular clubs were eligible for Pupil Premium	1,4,5

Learning Beyond the Classroom inc. residential trips & forest schools £2000	After school activities were able to go ahead in the summer term including day trips so all learners had access to life that had been missed or limited due to the significant impact of the pandemic. This had an impact on attendance, wellbeing, safety and enjoyment Providing real life experiences to the children to aid their writing PP learners who had suffered a deficit during school closures, still met targets set at the beginning of the year, see above data Higher participation rates in trips amongst PP children	
Uniform Support £2500	Academy will provide uniform support through its uniform partners for those parents wishing to claim support The academy will purchase uniform for children it feels are underequipped and parents have not provided suitable equipment even after prompting, to ensure a level playing field Widespread encouragement of pride in personal appearance, presentation and the academy itself Increase in self-esteem for PP children in need of uniform support	
Family Focus Coordinator *£15000*	Numbers of hard to engage families are reducing with all families engaged with school PP breakfast club and online tuition services up and running Clear signposting of services to early help offer and is on our website Parenting support Continue food bank provision	1,2,5
Contingency £23,188.75		

Total budgeted cost: £ 131,503.75

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.

Externally provided programmes

Programme	Provider
Mental Health	Schools Counselling Partnership (Harrow)