

# Primrose Hill Primary School



## **Pupil Premium Strategy Statement** 2023 - 24

Date: October 2023

Impact Review: July 2024

## Pupil premium strategy statement

This statement details our school's planned use of pupil premium 2023-24 funding and reviews the impact of 2022-2023 spending toward 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   | Primrose Hill Primary School |
| Number of pupils in school  | 444                          |
| Proportion (%) of pupil premium eligible pupils   | 32% (144)                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-26                      |
| Date this statement was published   |                              |
| Date on which it will be reviewed   | April & July 2024            |
| Statement authorised by   | Liam Frost                   |
| Pupil premium lead  | Rachel Howard                |
| Governor / Trustee lead   | Deborah Isaacs               |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £218,285 |
| Recovery premium funding allocation this academic year  | £23,798  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £242,083 |

# Part A: Pupil premium strategy plan

## Statement of intent

The ultimate objectives of our current strategy plan are:

- To ensure all children receive high quality teaching is meeting the needs of all pupils including the highest and lowest attaining 20%
- To improve attainment and progress outcomes for pupils experiencing disadvantage
- To improve the teaching and learning of Writing to support closing the disadvantage gap
- To provide individualised learning opportunities and interventions where appropriate for children of all attainment levels, as identified by our data.
- To provide an extensive network of social and emotional support for children and families, including as high level of universal support as well as targeted support.
- To facilitate a wide range of enrichment experiences to build the cultural capital of all children and raise aspirations for our disadvantaged students
- To work effectively with parents and families from entry to accelerate progress throughout the school

At Primrose Hill Primary School our aim is to diminish the difference between disadvantaged students and their peers in terms of attainment and ensure that every child achieves their full potential. We aim to provide a tailored package of support, which emerges from our core practices. This includes a focus on providing high quality teaching for all children, targeted academic support for children who need additional input and wider enrichment experiences and social and emotional support.

The nature and frequency of individualised support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers and SLT through analysis of assessment data to identify gaps in attainment and progress, and through analysis of behaviour records to identify possible challenges. Our children make good progress from their starting points as a result of the high quality teaching and intervention they receive.

Spending is also prioritised for bought-in professional services which focus on pastoral and mental health support for our children to ensure their social, emotional and wellbeing needs are met. This approach is supported by the research paper, 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' produced by the National Foundation for Educational Research, which identifies several building blocks to success with regard to PP spend. The report states:

*'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.'*

This year, we will be continuing to focus on developing high quality teaching provision to support all children to achieve their best. We will also continue to run targeted interventions and individualised academic support, utilising Action Tutoring and our school led tutoring provision. We will be continuing to provide a range of wellbeing support for children and families, with a particular focus on re-embedding high quality practice and putting significant effort into monitoring and supporting children and families with lower attendance.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our baseline entry assessments show that our disadvantaged children have low starting points when they arrive in Reception, particularly in the prime areas of learning and in communication and language. Many of our disadvantaged students are also EAL and have lower communication and language skills upon entering the school. This is a common theme throughout the school as our disadvantaged children typically have lower communication and language skills than their peers. |
| 2                | Our EYFS and Phonics attainment data shows a significant gap between disadvantaged students and their peers in reading and phonics. In EYFS, there is also a gap in writing.  |
| 3                | The pandemic and its impact has increased the gap across all subjects in EYFS, end of KS1 and end of KS2, especially in Writing.  |
| 4                | As of Autumn 1, our whole school attendance is currently 0.6% lower than our target of 96% whole school attendance. At this stage in the year, 55% of our persistent absentees are disadvantaged.   |
| 5                | Our disadvantaged children may be more vulnerable to SEMH & PSED need. We want to provide a range of access to targeted support services for children and their families.   |
| 6                | Our children often have limited exposure to and engagement with enrichment experiences outside of school.   |

## 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  |
|---|---|
| To support all children to achieve their potential and make good progress, regardless of their starting points, through the provision of high quality whole class teaching. | <ul style="list-style-type: none"> <li>- Effective and consistent teaching and learning policy to guide and support practice, setting out high expectations and standards.</li> <li>- A focus on development of teaching and learning for staff across the school, leading to developments in practice</li> <li>- Reduced attainment gap between disadvantaged pupils and others across the school, in reading, writing and maths.</li> </ul> |
| To support disadvantaged children to make accelerated progress in reading and phonics, especially in EYFS & KS1, through Early Reading provision.                           | <ul style="list-style-type: none"> <li>- Reduced attainment gap between disadvantaged pupils and others in EYFS GLD, particularly for CLL and Literacy, in line with national and local averages.</li> <li>- Reduced attainment gap between disadvantaged pupils and others in KS1 phonics screening, in line with national and local averages.</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>- Reduced attainment gap between disadvantaged pupils and others in KS1 Reading, in line with local and national averages.</li> <li>- Early reading provision is embedded and consistent across the school, including targeted interventions for children who fall behind, utilising the Little Wandle SSP.</li> </ul>  |
| To support disadvantaged children to make accelerated progress in Writing.  | <ul style="list-style-type: none"> <li>- Reduced attainment gap between disadvantaged pupils and others in Writing attainment at KS1 &amp; KS2 in line with national and local averages.</li> <li>- Newly designed Writing curriculum embedded and consistently taught with high expectations for all writers across the school.</li> <li>- A focus on development of teaching and learning of Writing for staff across the school, leading to developments in practice</li> </ul>   |
| To develop children's oracy, language and vocabulary acquisition across the school.   | <ul style="list-style-type: none"> <li>- Reduced attainment gap between disadvantaged pupils and others in EYFS GLD, particularly for CLL, in line with national and local averages.</li> <li>- Reduced attainment gap between disadvantaged pupils and others in KS1 &amp; KS2, in line with national and local averages.</li> <li>- Opportunities for children to present their learning to families and to allow parents to engage with learning opportunities</li> <li>- Whole school strategy for oracy and vocabulary teaching embedded across the curriculum</li> </ul> |
| To ensure attendance of PP and all children is 96%+.  | <ul style="list-style-type: none"> <li>- PP children will achieve 96%+ attendance.</li> <li>- Attendance team to have a robust and rigorous system of monitoring and providing support for families with lower attendance</li> <li>- Attendance initiatives and systems established in school to promote to children and parents</li> </ul>  |
| To provide high quality pastoral and mental health provision across the school so that disadvantaged children are not over-represented in behaviour data. | <ul style="list-style-type: none"> <li>- Behaviour data for disadvantaged children will be in line with their peers.</li> <li>- Provision of support targeted to individual children and families' needs.</li> </ul>   |
| To provide enrichment opportunities within and beyond the curriculum for disadvantaged children.  | <ul style="list-style-type: none"> <li>- Subsidising trips and visits for disadvantaged children to allow access for all</li> <li>- Provision of enrichment within the curriculum e.g. exhibitions, parent events, visitors from outside of school, workshops</li> <li>- Subsidising after school clubs to support all children to attend for enrichment and health</li> </ul>   |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £118,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional Teaching (SLT / Teaching staff)      | <p>Additional SLT tutoring time reading in Reception and Phonics/ GR in KS1</p> <p>Small group:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>One to one:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | 1, 2, 3                       |
| Additional teaching Y6 Maths group HLTA support | <p>International research evidence suggests that reducing class size can have positive impact on disadvantaged pupils – but these effects are not seen until the numbers of pupils have decreased substantially (20 or under) and enables teachers to change their teaching approach to the extent that this changes the learning behaviours of the pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>  | 3                             |
| Nurture Group KS1                               | <p>1 SLT member and 1 experienced TA to run well established Nurture Provision (using attainment data as well as detailed SEMH data through Boxhall profiles) as evidenced</p> <p><a href="https://www.nurtureuk.org/research-evidence/">https://www.nurtureuk.org/research-evidence/</a></p>  | 1, 2, 3, 5                    |
| HLTA support across the school                  | <p>3 HLTAs (1 in Y1/2, 1 in Y3/4, 1 in Y5/6)</p> <p>- evidence shows that HLTAs value being in a specific team and this enhances their role.</p>   | 1, 2, 3,                      |

|  |   |  |
|--|---|--|
|  | <p>Initial evidence on the role of HLTA in general ‘provide a strong endorsement of the benefits that HLTAs can provide to schools’ and indicates that the role can positively impact ‘the learning, engagement, motivation and involvement of pupils’</p> <p><a href="https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf">https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf</a></p> |  |
|--|---|--|

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

Budgeted cost: £52,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted intervention – run by TAs across the school both 1:1 and in small group | <p>EEF: ‘Evidence stated state teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> | 1, 2, 3                       |
| Action Tutoring for Y5 disadvantaged and low attaining children                  | <p>EEF: ‘Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>   | 3                             |

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

Budgeted cost: £72,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Friendship &amp; Empathy Program Y4</p> <p>Resilience Program Y5</p> <p>'Talk About' social groups for key disadvantaged children</p> | <p>The EEFs 'Improving Social and Emotional Learning (SEL) in Primary Schools' recommendations promote the explicit teaching of SEL in dedicated lesson time:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>   | 5                             |
| <p>'Talk About' social groups for key disadvantaged children</p>   | <p>The EEFs 'Improving Social and Emotional Learning (SEL) in Primary Schools' recommendations promote the explicit teaching of SEL in dedicated lesson time:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>   | 5                             |
| <p>Subsidised trips, clubs, child care</p>   | <p>The EEF states that 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes'.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> | 6                             |
| <p>Art Therapy</p>   | <p>From the International Journal of Art Therapy - Primary-school-based art therapy: exploratory study of changes in children's social, emotional and mental health.</p> <p>The conclusion found that: 'The study highlighted perceived positive changes and no negative changes in children's SEMH difficulties.'</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys">https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys</a></p>  | 5, 3                          |



|   |   |      |
|---|---|------|
| Music Therapy                           | <p>Evidence demonstrates how school-based counselling and therapeutic support can reduce pupils' psychological distress and improve self-esteem and achievement.</p> <p><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a></p> | 5, 3 |
| Family Liaison Officer                  | <p>Further evidence illustrates the importance of engaging parents in early interventions as a means of positively impacting children's education:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>                                       | 5    |
| Speech & Language                       | <p>The EEF states that 'on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>                                      | 5, 3 |
| Educational Psychology                  | <p>Evidence shows that EP assessment and intervention positively impacts upon teacher knowledge, classroom practice and pupil progress</p> <p><a href="https://www.researchgate.net/publication/348233063_Educational_Psychology_Impact_on_Primary_Education_A_Review">https://www.researchgate.net/publication/348233063_Educational_Psychology_Impact_on_Primary_Education_A_Review</a></p>   | 5, 3 |
| Curriculum resources / contingency fund | <p>Mixture of online subscription resources for hard to reach parents and families including over Lockdown (Reading Eggs, Maths seeds, Tapestry) - all evidence based.</p> <p>Furthermore, multi-sensory curriculum resources support children of all abilities to make progress. (Shams, L., and Seitz, A.R. <i>Benefits of multisensory learning</i>. Trends in Cognitive Sciences, 60, November 2008, pp. 411-17.[4])</p>                | 3, 6 |

**Total budgeted cost: £242,000**

## 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 2021 to 2022 academic year.

#### Pupil Premium Impact Report – 2022-23

##### Summary of Pupil Premium Expenditure 2022-23

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £215,285 |
| Recovery premium funding allocation this academic year  | £23,798  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £239,083 |

##### Impact of Pupil Premium Expenditure on Pupil Data

###### Early Years GLD

|                               | Number of DPs in cohort | Disadvantaged Pupils | Other pupils | Like for like Disadvantaged Pupils nationally |
|-------------------------------|-------------------------|----------------------|--------------|---|
| 2018-19                       | 15                      | 80%                  | 71%          | 57%   |
| 2019-20<br>Teacher Assessment | 14                      | 47%                  | 74%          | N/A   |
| 2020-21<br>Teacher Assessment | 12                      | 25%                  | 70%          | N/A   |
| 2021-22                       | 23                      | 54%                  | 77%          | 18%   |
| 2022-23                       | 12                      | 55%                  | 81%          | 50%   |

*The gap between our disadvantaged pupils and other pupils has widened over the course of the pandemic. In 22-23, attainment rose for all groups and the gap with disadvantaged is lessening, although there is more work to do. The change in the Early Learning Goals this year has had an impact on assessment as the expectation is much higher than it was previously. The consistency of Little Wandle Phonics this year has had a positive impact on the number of children achieving the reading ELG.*

### Phonics Year 1

|                            | Number of DPs in cohort | Disadvantaged Pupils | Other pupils | Like for like Disadvantaged Pupils nationally |
|----------------------------|-------------------------|----------------------|--------------|---|
| 2018-19                    | 21                      | 65%                  | 84%          | 70%   |
| 2019-20 Teacher Assessment | 10                      | 80%                  | 77%          | N/A   |
| 2020-21 Teacher Assessment | 15                      | 53%                  | 80%          | N/A   |
| 2021-22                    | 15 (43)                 | 60%                  | 96%          | 62%   |
| 2022-23                    | 26                      | 79%                  | 95%          | 78%   |

As in EYFS, the implementation of the Little Wandle programme has had a positive impact - phonics has shown a significant improvement in 22-23 for disadvantaged pupils, and the gap in Year 1 between disadvantaged and others has lessened. The pass rate for the phonics check has improved for all pupils in comparison to last year and phonics attainment is good across the school. We will be continuing to provide targeted phonics support to children in Year 3 to ensure that they close the gap to their peers in reading and be embedding phonics interventions in line with our synthetic phonics scheme across KS1 to ensure all children keep up with their peers.

### Key Stage 1

|                            | Number of DPs in cohort | Reading |              |                   | Writing |              |                   | Maths |              |                   |
|----------------------------|-------------------------|---------|--------------|-------------------|---------|--------------|-------------------|-------|--------------|-------------------|
|                            |                         | DPs     | Other pupils | Like for like DPs | DPs     | Other pupils | Like for like DPs | DPs   | Other pupils | Like for like DPs |
| 2018-19                    | 17                      | 65%     | 86%          | 62%               | 59%     | 76%          | 55%               | 65%   | 86%          | 63%               |
| 2019-20 Teacher Assessment | 21                      | 62%     | 76%          | N/A               | 48%     | 73%          | N/A               | 57%   | 78%          | N/A               |
| 2020-21 Teacher Assessment | 14                      | 57%     | 75%          | N/A               | 43%     | 61%          | N/A               | 43%   | 80%          | N/A               |
| 2021-22                    | 21                      | 67%     | 68%          | 62%               | 38%     | 50%          | 56%               | 48%   | 63%          | 62%               |
| 2022-23                    | 19                      | 37%     | 68%          | 51%               | 37%     | 73%          | 41%               | 37%   | 86%          | 52%               |

*Our KS1 attainment is lower than previous years, which reflects the challenges the cohort have faced during the early years of their education due to the pandemic as well as disruptions to teaching and learning. The gap is narrowest in reading and has narrowed in writing and maths compared to previous years. Writing is a concern and will be a key*

feature of the SIP, as well as a focus on providing high quality adaptive teaching and intervention in KS1 and Year 3. We are also moving our Maths lead to Year 1 to support KS1 attainment and to provide parent workshops/ support.

### Key Stage 2

|                            | Number of DPs in cohort | Reading |              |                   | Writing |              |                   | Maths |              |                   | Combined |              |                   |
|----------------------------|-------------------------|---------|--------------|-------------------|---------|--------------|-------------------|-------|--------------|-------------------|----------|--------------|-------------------|
|                            |                         | DPs     | Other pupils | Like for like DPs | DPs     | Other pupils | Like for like DPs | DPs   | Other pupils | Like for like DPs | DPs      | Other pupils | Like for like DPs |
| 2018-19                    | 31                      | 90%     | 100%         | 62%               | 74%     | 93%          | 68%               | 94%   | 100%         | 67%               | 74%      | 93%          | 51%               |
| 2019-20 Teacher Assessment | 28                      | 68%     | 93%          | N/A               | 50%     | 83%          | N/A               | 79%   | 90%          | N/A               | 50%      | 80%          | N/A               |
| 2020-21 Teacher Assessment | 32                      | 73%     | 92%          | N/A               | 50%     | 76%          | N/A               | 63%   | 92%          | N/A               | 52%      | 75%          | N/A               |
| 2021-22                    | 25<br>(27 other)        | 84%     | 93%          | 62%               | 56%     | 83%          | 55%               | 72%   | 100%         | 56%               | 52%      | 79%          | 43%               |
| 2022-23                    | 27                      | 85%     | 77%          | 60%               | -25%    |              |                   | 12%   |              |                   | 44%      | 73%          | 44%               |

KS2 attainment data has remained strong throughout the last few years. Following the pattern of previous years, the gap in KS2 has widened throughout the pandemic. This year, the gap has narrowed in Reading and Maths compared to last year but widened in Writing. The gap between disadvantaged children and their peers is narrowest in Reading. This size of the disadvantage cohort is also significant here. As in KS1, next year, we will continue to focus on providing high quality teaching, with responsive adaptations as needed, to all children to ensure we are meeting the holistic needs of each cohort.

### Progress KS1 - KS2

|                            | Number of DPs in cohort | Reading                                  |              |                   | Writing |              |                   | Maths |              |                   |
|----------------------------|-------------------------|--|--------------|-------------------|---------|--------------|-------------------|-------|--------------|-------------------|
|                            |                         | DPs                                      | Other pupils | Like for like DPs | DPs     | Other pupils | Like for like DPs | DPs   | Other pupils | Like for like DPs |
| 2018-19                    | 31                      | +5.72                                    | +5.24        | -0.6              | +2.58   | +3.24        | -0.4              | +5.80 | +5.44        | -0.6              |
| 2019-20 Teacher Assessment | 28                      | No statutory progress scores for 2019-20 |              |                   |         |              |                   |       |              |                   |
| 2020-21 Teacher Assessment | 32                      | No statutory progress scores for 2020-21 |              |                   |         |              |                   |       |              |                   |

|         |                     |        |       |      |       |       |      |        |       |      |
|---------|---------------------|--------|-------|------|-------|-------|------|--------|-------|------|
| 2021-22 | 27<br>(27<br>other) | + 6.82 | +3.41 | -0.6 | +2.45 | +1.71 | -0.5 | + 6.60 | +4.87 | -0.7 |
| 2022-23 | 27                  | -0.29  | 1.27  | -0.8 | -4.19 | -2.31 | -0.8 | 0.01   | 0.38  | -1.1 |

## **Attendance, wellbeing & SEMH**

*Primrose Hill's attendance is better than Camden and in line with national at 5.8% absence rate.*

*Disadvantaged pupils' absence rates are similar to Camden at 7.5% absence rate compared to 4.6% others . Persistent absenteeism is significantly better than Camden at 16.5% cf 21.3%. In Spring 2023 a new Attendance role was created in the admin team and protocols revised and refreshed - attendance will be an ongoing focus for disadvantaged pupils.*

*The behaviour in the school has shown considerable improvement this year and this is evidenced in our monitoring of the time out slips and the lunchtime reflection log. A number of factors have contributed to this trajectory, including whole school trauma informed practice training and the introduction of our trauma informed behaviour policy which all staff adhere to. The separated playtime for the different year groups has aided more space for the children with higher access to the equipment, leading to less confrontation during these less structured times. We know that lockdowns have had a big impact on our children's social and emotional development, particularly in their relationships with their peers, and this is something we will continue to work on next year through our whole school PSHE teaching and class circle times.*

### **Narrative Summary**

*Following school closures and ongoing disruption due to Covid-19 in the academic years 2019-20 and 2020-21, the gap between disadvantaged pupils and others had widened at the start of this academic year (as is the case nationally). This had significantly impacted on progress in all years, as our data analysis for previous years shows. One focus of our pupil premium strategy this year has been to provide high quality teaching for all children to reduce this gap. This year's data shows that our attainment remains good across the school, particularly in the Y1 phonics screening and at the end of KS2. Our children make good progress from their starting points as a result of the high quality teaching and intervention they receive. For next year, we will continue to focus on developing our high quality teaching provision to support all children to achieve their best, as well as further expanding the enrichment offer for disadvantaged children.*

*Supporting the wellbeing of our students and families has also been a key objective of our pupil premium strategy this year. We have invested in an extensive network of social and emotional support, including re-establishing our KS1 Nurture group led by our Pastoral Lead, Art Therapy, TOPs (Tavistock Outreach Program for Families), Speech and Language and Educational Psychology. We have also put significant effort into monitoring and supporting children and families with lower attendance. This will continue to be an area that we focus on next year.*

*We have also used our Pupil Premium funding to ensure we are providing a wide variety of enrichment experiences to build our children's cultural capital and raise aspirations. We have used the funding to subsidise trips, clubs and visits for identified pupils, including subsidising our residential trips for Y5 & 6.*

## 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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Reading Eggs     | 3P Learning     |
| Math Seeds       | 3P Learning     |