

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beech Hill Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	2 nd November 2022
Date on which it will be reviewed	2 nd November 2023
Statement authorised by	Jess Eatock
Pupil premium lead	Caroline Higgins Paula Dickenson
Governor / Trustee lead	Lee Rochester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,995
Recovery premium funding allocation this academic year	

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	£258,995

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy aims to set out how we will support disadvantaged pupils to meet their targets and expectations, including Pupil Premium children who are high attainers.

We aim for all children at Beech Hill, regardless of background, to make good progress and achieve highly across all subject areas. We will strive to give all children the knowledge and skills to enable them to become successful adults in terms of being able to gain employment, live healthy lifestyles and take opportunities beyond their immediate environment. This will be done through developing vocabulary, cultural capital (by giving the children experiences and essential knowledge they need to be educated citizens) and their character (to enable them to have the skills to succeed in their society).

High quality teaching will continue to be a high priority as we continue to embed Rosenshine's principles of instruction across the curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Attainment for non-disadvantaged pupils will therefore be sustained and improved alongside progress for their disadvantaged peers.

Another key part of our strategy is enabling children who continue to be affected by lost learning time, both advantaged and disadvantaged, to catch up to age related expectations. We will do this through targeted support, including employment of tutors through the School Led Tutoring programme, alongside established interventions.

Character development and wellbeing has become more important than ever. Our Character Champion will continue to embed explicit character teaching, developing skills such as resilience and engaging with parents to set character targets for the children. Our Senior Leadership team will continue work on mental health following a pupil voice survey at the end of last year, focussing on ensuring children have their basic mental health needs met in order for them to go on to flourish.

Challenges

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

Challenge number	Detail of challenge
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1	Oral language skills in Reception are lower for disadvantaged pupils than for other pupils. This impacts on vocabulary development in subsequent years, slowing reading and writing progress.
2	Limited life and cultural experiences for some of our disadvantaged children outside of school restricts understanding of some curriculum areas.
3	51% of pupils in school are eligible for Pupil Premium, in addition to 15% having SEN.
4	Attendance rates pupils for disadvantaged are 91.43% (below the figure for non-disadvantaged children of 94.52%). This reduces their school hours and causes them to fall behind on average.
5	Our assessments show that our disadvantaged pupils have been the most negatively impacted by school closures, falling behind their expected levels.
6	Pupil voice surveys indicate that disadvantaged children struggle with their mental health and wellbeing more than non-disadvantaged children, in particular when it comes to sleep.
7	Parental engagement tends to be low across school, particularly in disadvantaged families.
8	Early Years and Year 1 have an increasing amount of children with SEND and challenges in terms of SEMH.

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
Improve cultural literacy in order to eliminate poverty of language for all disadvantaged children in school.	Assessment data and work in books will show that disadvantaged pupils in all classes make rapid progress by the end of the year, so that all pupils eligible for PP meet or exceed age related expectations.
Increased cultural capital through cultural and curriculum visits / experiences, heavily subsidised by school for all children. Where this is limited due to Covid restrictions, visitors will be invited into school where possible and new experiences will take place in school. This will impact positively on pupil achievement for these groups.	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. PP pupils have high aspirations as a result of a broadening of cultural experiences. 'FOAL' (Fun Outdoor And Learning) programme will be implemented and monitored. Family Support Officer will reach out to parents to find out about children's interests out of school and whether they need any support with developing these. PE Coordinators will work with JR to ensure children have a wide range of opportunities in terms of extra-curricular clubs.
Gaps in English and maths for PP pupils caused by Covid closures are quickly identified and addressed. Maths to focus on middle and high attainers.	The attainment gap between PP and non-PP pupils will narrow due to specific gaps in knowledge and understanding for PP pupils being identified as quickly as possible. Group and 1:1 interventions, including School Led Tutoring, will be put in place to

	address these gaps so that the effects of Covid closures are tackled swiftly and effectively. Middle and high attainers to achieve their targets in maths.
All Year 6 PP children make progress in line with or above all children Nationally from the same starting point.	Pupil Premium Champions will meet with all year 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be monitored termly to ensure that every year 6 pupil is on track to make progress at least in line with other children Nationally of the same starting point.
Continued high attendance rates for pupils eligible for PP.	Overall PP to non-PP attendance gap will remain narrow, after PP attendance levels reached 91.43% compared to 94.52% for non-PP pupils in school during 2021-2022 (gap of 3.09%).
To support all children in understanding how they can flourish and develop their character traits.	Children will achieve personal development targets by the end of each key stage. Children who would benefit from counselling to see an in-school counsellor on a regular basis. Staff will monitor mental wellbeing of children in their class and put appropriate strategies in place.
To develop phonics and maths fluency across school.	All staff will be trained in the newly updated Read Write Inc approach to teaching reading. Reading lead will monitor the delivery and impact of the programme across school. Phonics will be taught consistently, with catch up sessions provided for KS2 children with gaps in knowledge. Termly targets in maths will focus on key instant recall facts (KIRF).

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: £20,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use Rosenshine's principles of instruction across the curriculum through CPD for teachers and teaching assistants, sharing research and good practice, lesson observations and reflections in evaluation books.	Rosenshine's principles of instruction are based on extensive research. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. <u>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</u>	5
Release time for Deputy Heads to continue to monitor the impact of English and Maths teaching across school and provide CPD for staff. CPD may include support with planning or time to observe peers.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <u>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</u>	5
Implement strategies from Grammarsaurus training to raise attainment in Literacy and SPaG.	Grammarsaurus case studies have shown a positive impact on writing and SPaG results in key Stage 2.	1, 5
Continue to embed maths fluency and opportunities for greater depth learning. Improve children's key instant recall of facts (KIRF).	Evidence has shown that fluency can provide a moderate impact for a low cost. Fluency of basic facts (e.g. tables, number bonds etc) allows for greater depth learning to take place as children can access the expected level learning without the obstacle of having to calculate basic facts first and so will inevitably have time to learn in a topic at a greater level of depth or independence. Termly targets in maths will focus on key instant recall facts (KIRF).	5

Purchase an ongoing subscription to Read Write Inc, enabling access to CPD and the latest resources.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1, 5, 8
Staff to access external CPD relevant to their needs e.g. Grammarsaurus, Communication and Language, SEND and behaviour.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3, 4, 8

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

Budgeted cost: £110,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group speech and language programmes tailored to individual needs, based on screening of all children entering EYFS. This will include NELI as well as sound awareness and specific SALT programmes.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 8
Use summative and formative assessment to identify children to take part in School Led Tutoring.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	5

Year 1 children identified as needing additional support in reading to access Ready to Read programme.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Year 6 children who have fallen behind to access after school small group booster sessions, focussing on maths and literacy skills.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £127,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children across the school to participate in a wide variety of funded experiences, including residential trips from Year 4.	Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly, developing their vocabulary in particular. Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress. Adventure Learning EEF (educationendowmentfoundation.org.uk)	2
Staff to offer a large range of after school clubs, including drama, art, ICT and sports clubs.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. There is also a small positive impact of physical activity on academic attainment (+1 month). Very few children at Beech Hill attend clubs outside of school, so offering these clubs broadens their experiences as well as keeping them active and fostering creativity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2

Give children a better understanding of career choices available to them through STEM.	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Although evidence is unclear on how aspirations intervention can raise attainment, children at Beech Hill have a limited experience of different careers. Showing them the range of careers available to them will raise their aspirations and motivate them to work hard to achieve their goals. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2
Targeted children participate in Flourishing sessions	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions (Flourishing) matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6, 8
Staff to monitor the wellbeing of pupils in school and provide workshops, assemblies or curriculum time to explore areas which are negatively impacting the children's mental health. Head Boy and Head Girl will support with collecting the views of children in school and disseminating key messages. Counsellor employed one day a week to work with children identified as needing emotional support.	Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 8
Parents and carers will play a key role in the children's 'character targets', and lessons will be taught to explicitly teach children about character and British Values. Three children in Year 6 given the role of Character Champions to meet with Kayleigh Farnham half-termly, supporting with surveys and disseminating key messages.	Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC. (DFE Character Education Framework Guidance)	6

Continue to implement actions from the Poverty Proofing report provided by Children North East in January 2020.	The 'Poverty Proofing' website explains that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils. The unequal outcomes of English education reflect, to a large extent, the unequal outcomes in our society, but we still expect schools to 'close the attainment gap'. We have very high hopes of our teachers to bring the best out of every pupil and yet the impact of poverty on children is not covered in any detail during a teacher's own education and training. <u>Home - Poverty Proofing</u>	5, 6
Embed the principles of the DfE's Improving School Attendance. Continue to offer numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and weekly prizes for full classes. Parents to be contacted by letter to inform them of individual attendance plans and parenting contracts. Smoother and quicker referral to the Attendance Service for those who are not engaging appropriately.	The DfE's guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u>	4, 7
Embed the resources and provision available to children during their play and lunchtimes through our FOAL (Fun Outdoors And Learning) programme.	Various studies have shown that providing the resources and supporting children to engage in for high quality play improves behaviour, promotes personal development and improves physical literacy. <u>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</u>	6
Provide a breakfast club open for all children from Reception to Year 6.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today. <u>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</u>	4, 5
Foster parental engagement through:	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and	1, 4, 5, 6, 7

• Designated Family Support Officer engaging with families and offering support where needed • Use of online platforms (Class Dojo, Tapestry) to share learning and allow communication between teachers and parents • Emails and text messages used to convey key messages and share updates • Parent teacher consultations in the autumn and spring term • Offering parent workshops covering topics such as reading, behaviour, SEND and maths • Conducting regular parent surveys • Encouraging regular reading at home and offering support for those not reading with their child • Sharing summer reading challenges • EYFS staff to visiting children and parents in their homes prior to starting school • Recruiting parents to a PTA • Postcards home to celebrate achievements • Stars of the week posted on website	Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <u>New guidance report published: Working with Parents to Support... EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	
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Total budgeted cost: £258,995

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.

We are now beginning to see more progress towards age-related expectations after so much school time being missed due to Covid-19. It is pleasing to see that lots of PP children are still working within their year group, even if not at expected level. The data shows that:

Reading: 50% of PP children reached age related expectations in 2021-22, and 78% were working within their year group level.

Writing: 48% of PP children reached age related expectations in 2021-22, and 71% were working within their year group level.

Maths: 48% of PP children reached age related expectations in 2021-22, and 66% were working within their year group level.

Teaching

Using Rosenshine's principles of instruction has been beneficial in ensuring children are producing high quality pieces of writing. Having model texts, constant questioning and scaffolding has ensured that children are confident in their text types and can write independently with confidence. Being able to carry out research as a class and small groups allowed all children to participate in areas they may have struggled with when working alone, it has also allowed for vocabulary to be extended through discussions. CPD for staff in their use of questioning and had a positive impact in class, with children being given time to think and rehearse answers. The use of manipulatives and adult support also supported more children to access their year group work with some or full support that they may not have had the opportunity to do in the past.

The careful monitoring of maths by coordinators, including curriculum walks, book scrutinies and pupil voice surveys, supported parity of teaching and learning and also supported staff in making improvements in manageable small steps. External monitoring by our SIP and Maths SLE validated judgements and supported maths coordinators to identify next steps. These were fed into the maths development plan, which was used to inform termly maths staff meetings with training or signposting. White Rose CPD for maths teachers ensured that staff were prepared to continue to work on post-covid gaps and were confident in using updated schemes of work. Videos have also proven effective CPD in supporting staff to identify common misconceptions, stem questions and greater depth learning opportunities. Staff have also had training this year in how to develop effective working walls in maths to support children's progress, and this was praised in a recent mock deep dive.

Maths fluency was constantly strengthened by actions within school and resources we used. All staff now provide morning starters to develop over learning of skills and fluency with methods. Year 6 and year 2 now have a designated arithmetic lesson timetabled to develop children's fluency in accurately and efficiently solving arithmetic questions in test situations. Over-learning using flashback four supported children to retain facts. The "I do", "We do", "You do" approach to teaching is working very effectively to develop verbal reasoning and use of vocabulary and also to support children in being ready to try on their own. Pupil voice interviews supported this claim. Resources to support children in greater depth exploration have been extended to include master the curriculum and white rose extensions questions. These were used well to provide extension stretch challenges for children who were ready, allowing them to make further progress.

Literacy audits were carried out in both reading and writing and, from this, actions were put in place to ensure that children progressed to their full potential. The literacy lead met regularly in her literacy time with a member of staff new to the school to ensure the PWP and Rosenshine's principles were embedded into literacy planning and teaching. This ensured consistency across year groups. Opportunities were given to new members of teaching staff and TAs to observe grammar teaching, streamed

reading and deeper reading sessions, and having a literacy lead designated to each year group in KS2 ensured that streamed reading and deeper reading groups were consistent in terms of text types, assessment and next steps. Staff meetings to moderate literacy books and discuss what was working well allowed non-negotiables to be set and meant that all staff were in agreement on how we could improve literacy further. Literacy drop in sessions with the deputy head were successful for teachers to check their planning, discuss ways to deliver specific text types and to ensure coverage of all text types. Grammar training attended by the Deputy Head was disseminated back to literacy staff to ensure grammar teaching remained up to date, filters through all lessons and continues to be a focus.

Targeted academic support

The Nuffield Early Language Intervention (NELI) programme was extremely successful in Reception. 6 children were identified from assessments in the autumn term to be a cause for concern in terms of their language skills. Summer assessments showed that, following the programme, only one child is still a cause for concern, three are a 'slight cause' but have made huge progress, and two are no longer a concern at all.

151 children benefitted from the School Led Tutoring programme last year, some in one specific area and others in more than one subject. 74% of the children who received tutoring were working at their expected levels by the summer term. Of those who did not meet age related expectations, the majority made a full year's progress.

13 Year 1 children did the 'Ready to read' programme last year; 4 achieved Year 1 exceeding. 5 achieved Year 1 expected + and the remaining 4 achieved Year 1 expected. All 13 passed the phonic check. All children improved in fluency and reading confidence and therefore enjoyed reading at the end of the year. The children who attend regular Year 6 booster sessions made significant progress in maths, reading and grammar. In particular, maths booster led to significant progress with pace, retrieval of key skills and confidence in maths. Streamed grammar sessions in an afternoon also had a positive impact on children's confidence and ability to answer questions quickly and misconceptions addressed.

Think pink time has supported children with misconceptions to close gaps quickly so they can continue to progress with their peers. The use of Times tables Rockstars and Numbots apps for children not yet fluent in times tables, number bonds etc has also supported these children to make good progress.

Wider Strategies

All children in school accessed National Trust trips last year which will continue next year as a number of children commented on the fact that they had never been to a National Trust venue and rarely visited outdoor spaces. A number of trips contributed to our focus on cultural capital, such as a beach trip for each year group in the school, a Christmas bauble workshop for Reception to Year 3, football and science workshops as well as residential trips for Years 4 and 6. Each trip had a positive impact on the children's wellbeing as well as their vocabulary and, for the residential trips, life skills. For 22-23, each year group has £1800 to spend on enriching the curriculum/providing experiences for our children.

Extra-curricular clubs in school also helped us to provide new opportunities and experiences for our children as they were given a wide variety of choice for extra-curricular clubs across the year from Year 1 to Year 6 in the autumn term. This also included Reception children from the spring term onwards. All children who applied for clubs were given at least one of their three choices with some children being able to access two and sometimes even three clubs across the week. 188 pupils were offered places in 14 different clubs in the autumn term, 212 pupils were offered places in 15 different clubs in the spring term and 224 children were offered places in 19 different clubs in the summer term. Sports clubs were extremely popular in the summer term in particular, providing many children with extra opportunities to keep active on a weekly basis.

All children had the chance to take part in wide range of STEM activities through our partnership with Northumbria University. Monthly STEM workshops took place across the school, each one linked with a number of potential careers children could look to do, thus raising both their interest and aspirations. For example, Year 5 attended the Think Lab at Northumbria University to look at careers and how these can be achieved through a number of different avenues. 'STEM scientist of the week' has also encouraged the children to think more in depth about potential careers and the wide variety available to them.

With regard to pupil wellbeing, termly pupil voice surveys allowed pupils to regularly share any worries and concerns so they could be addressed as individuals, a class or at an assembly. Weekly wellbeing assemblies allowed us to focus on priorities identified by pupils. This began with a whole school focus on sleep which was identified as one of the main contributing factor to poor mental health in school. Following this focus, many children reported that were sleeping better, waking up earlier and were feeling less ill effects from poor sleep. Children were given the opportunity to give regular feedback about what worried them or what they wanted to know more about. Children reported that they felt listened to and said that they were grateful that we didn't avoid issues that were tricky to discuss. Art and wellbeing sessions in Year 3 led to the development of children's emotional vocabulary and their ability to communicate their worries with others. Rise sessions (The Children's society) with whole class, groups and selected 1-1 children in Years 4 and 5 supported those identified with anxiety. Children who took part in the programme described an improvement in their ability to cope with worries and a better knowledge of strategies to stay calm. Our three 'Flourishing Champions' (pupils appointed to work alongside our Flourishing Lead) embraced their role by working with groups of children and writing a monthly newsletter sharing wellbeing tips and advice.

Our character work in school saw key virtues being selected through parent and staff questionnaires to ensure character focuses met the needs of our children. A character after school club met weekly in Spring term and these children helped to plan and organise our jubilee celebrations, raising money for charities chosen by the children. The character champions met with our character lead regularly and took part in each assembly to introduce a new virtue, playing an active role in the assemblies. The character champions highlighted good demonstrations of the key virtues that they saw around school and rewarded children accordingly. This encouraged more awareness of the virtues among the children and we also saw an increasing numbers of individual children and groups demonstrating these virtues in their day-to-day school life. Each key virtue was introduced and taught in class, and children were confident to talk about what they were working on in character. Home challenges were sent home each half term so that parents could support their children to develop the key virtue. Mrs Eatock's character champions enjoyed celebratory afternoons and the importance of character development was evident in school.

Continuous monitoring by our Attendance Officer as well as numerous incentives and rewards resulted in 100% attendance certificates being provided to 55 in January 2022 and 9 certificates were awarded at the end of the academic year in July 2022.

Class Dojo and Tapestry were used daily across all year groups to share news, photos of learning taking place and information for parents. All classes now have over 90% of parents connected and engaged with Dojo and Tapestry. Parents are also use these platforms as a way to message teachers directly. Teachers can respond at a time that is convenient for them meaning that learning is not interrupted by phone calls and parents feel that they are listened to and have more than one way to contact staff members when needed.

Playtimes are more settled with activities to stimulate children's imaginations including, den building, sand pit, maths challenges and tables for quiet activities. We also have a large selection of different sized wellies which allows for team games on the field when the weather would normally prohibit use. We also have regular meetings with FOAL leaders where we discuss the impact of the equipment and how we would like to develop FOAL further. FOAL leaders also ensure all equipment is stored securely and regularly check everything continues to be safe to use.

105 children across the school regularly attended breakfast club. This helped to develop and promote positive social interaction. There were opportunities for young leaders to take on roles of responsibility. Ensuring more children have breakfast, including a warm breakfast, gave them the best start to their day.

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
School-Led Tutoring	Vision

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.