

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data                           |
|---|--------------------------------|
| School name   | Lincoln Gardens Primary School |
| Number of pupils in school  | 430                            |
| Proportion (%) of pupil premium eligible pupils   | 126                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2020-2023                      |
| Date this statement was published   | Sept 2022                      |
| Date on which it will be reviewed   | Sept 2023                      |
| Statement authorised by   | Andrea Nuttall (Headteacher)   |
| Pupil premium lead  | Craig Jackson                  |
| Governor / Trustee lead   | Emma Doyle                     |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £174,510  |
| Recovery premium funding allocation this academic year  | £ -       |
| 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 | £ 174,510 |

# Part A: Pupil premium strategy plan

## Statement of intent

We love to **LEARN** and every experience is a learning opportunity

We **GROW** by unlocking our potential

We **PARTICIPATE** fully in all aspects of school life

We **SUCCEED** through determination and effort

Our Pupil premium strategy is based on what we know is best for our pupils. Every pupil matters regardless of vulnerability, background or starting point and all are afforded the opportunity to learn, grow, participate and succeed. Our curriculum is coherently planned to meet the unique & differing needs of all our learners; academically and personally. Through well-planned targeted support, we aim to diminish gaps in attainment to ensure that disadvantage does not impact on pupil achievement; we want all our pupils to succeed. We strive to ensure our pupils are equipped with the necessary knowledge and provided with opportunities to enhance their skills to progress in all aspects of school life. Through promoting emotional well-being and positive attendance, we ensure equality of opportunity for all our pupils. Commitment to our pupils is fulfilled through our high aspiration, passion and drive to ensure all our pupils participate in varied rich learning experiences within the school community and beyond through trips, visits and first hand experiences.

### Our ultimate objectives are:

- To continue to narrow the attainment gap between disadvantaged and all pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress levels.
- To improve attendance of disadvantaged pupils so that it is at least in line with all pupils nationally
- To provide aspirations and awareness of all children by promoting opportunities within and beyond the local community.
- To provide targeted pastoral care to support children's emotional health and well being to ensure they can access our whole school curriculum.
- To provide a high level of care, through the One Family Approach, ensuring our families are in receipt of swift informal and formal support.

### We will achieve this by:

- Ensuring quality first teaching is at least good or better
- Employ a Targeted Support Teacher to provide additional targeted support for identified pupils
- Providing 1:1 and small group nurture sessions
- Creatively designing a timetable that maximises adult support for targeted children
- Provide access to a full range of extra-curricular clubs
- Rigorous Managing a graduated attendance system to support all families. - Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities - Employ a skilled pastoral manager to support families in need.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>The increased number of children joining the school in September with speech and language needs.</i>  |
| 2                | <i>Despite the good gains made last academic year, the systems and teaching of phonics is not yet fully embedded across the school.</i>                                      |
| 3                | <i>Too few disadvantaged children achieve age related expectations in reading across school when compared to both national disadvantaged and non-disadvantaged children.</i> |
| 4                | <i>A high proportion of disadvantage children in year 4 (36% of the cohort) fail to achieve age related expectations in all areas of the curriculum, including phonics.</i>  |
| 5                | <i>End of key stage 2 results fail to achieve age related expectations in all areas of the curriculum</i>  |
| 6                | <i>For many pupils, poor emotional wellbeing and home circumstance present a barrier to learning in school which for some has been further exacerbated by the pandemic.</i>  |
| 7                | <i>For many pupils, access to additional opportunities and wider experiences are limited.</i>  |
| 8                | <i>For many pupils, aspiration for life long learning and employment within the family and the wider community are low.</i>  |
| 9                | <i>Punctuality and attendance for all children, including disadvantaged pupils is below national and persistent absence is higher than national.</i>                         |

## Intended outcomes

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

| Intended outcome   | Success criteria   |
|--|--|
| A - Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in phonics across the school.  | All pupils (EYFs, KS1 and KS2), including those who are disadvantaged, gain the phonics knowledge they need to be able to read and those identified with additional barriers are supported to diminish the gaps in their phonics knowledge and skills. |
| B - Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in reading to allow them to read as fluently as possible and be motivated to continue reading. | To improve attainment in reading in each year group so all children, including vulnerable groups, meet their aspirational targets  |
| C - Ensure that all children, including disadvantaged children, in year 6 maximise their learning potential in all areas of the curriculum   | To at least meet national benchmarks in reading, writing, maths and combined.  |
| D - Ensure that all children, including disadvantaged children, in year 2 maximise their learning potential in reading, writing, maths and combined  | To at least meet national benchmarks in reading, writing, maths and combined.  |
| E - Ensure that all children in year 4, including the  | Contextualised aspirational targets are met in   |

|   |  |
|---|--|
| significant number of disadvantaged pupils (39%), make accelerated progress to achieve their aspirational targets   | writing, reading and maths.  |
| F - Raise aspirations and provision of opportunities for all children, including disadvantaged children, by promoting experiences within school and the local community and beyond.                                   | All children, including disadvantaged pupils, are afforded a variety of experiences that are considered important to develop the holistic child. (LGPS PP) |
| G – Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and punctuality of all pupils, including disadvantaged pupils. | Improvement in whole school attendance and in line with national benchmarks.<br><br>Rates of persistent absence are in line with national benchmarks.      |

## 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:

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>A</p> <ul style="list-style-type: none"> <li>Phonics Audit from the English Hub</li> <li>RWI Leadership Day</li> <li>RWI whole school training</li> <li>Audit of phonics resources</li> <li>Purchasing of additional phonics resources.</li> <li>Phonics Lead daily release time to support and coach staff</li> <li>Fortnightly coaching meetings</li> <li>1:1 RWI fast track phonics tutoring</li> <li>Phonics parent meetings</li> <li>Subscription to RWI phonics tutoring</li> <li>RWI books sent home to support phonics</li> <li>Half Termly assessments for all children</li> <li>3 weekly</li> </ul> | <p>The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.</p> <p>EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>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.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches),</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts –</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress</p> | 1, 2, 3 and 4                 |

|   |  |                |
|---|--|----------------|
| <p>assessments for children behind expectations</p> <ul style="list-style-type: none"> <li>• Review meeting with English Hub</li> <li>• Daily RWI groups in year 3/4</li> <li>• Fresh start programme for years 5 and 6.</li> <li>• Identification of children</li> <li>• Referrals made.</li> <li>• Delivery of weekly packages to children.</li> </ul>  | <p>over the course of a year and approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>  |                |
| <p>B</p> <p>Non negotiables of reading used and embedded in all year groups.</p> <ul style="list-style-type: none"> <li>-Relaunch reading companions across whole school with consistent explanation and Makaton symbol for each.</li> <li>-Promote reading for pleasure through daily class read.</li> <li>-Launch reading book boxes for the playground to promote a love of reading.</li> <li>-Introduce outdoor book loan scheme for parents and families to promote further reading at home.</li> <li>-Whole school book reviews to promote the sharing of books</li> <li>-Author of the term to celebrate and acknowledge diversity of authors and poets.</li> <li>-Reinvigorate class reading corners to enhance knowledge through texts linked to the curriculum and revisit books that have</li> </ul> | <p>The National Literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education</p> <p>EEF research identifies that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>January 2021 interim assessment EEF suggests that primary aged pupils 'have significantly low achievement in both English and Maths' due to the disruptions in the 2020 Spring and Summer Terms.</p> | <p>3, 4, 5</p> |

|   |  |  |
|---|--|--|
| been previously read.<br>- Termly assessments to inform pupil progress – barriers and next steps. |  |  |
|---|--|--|

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

Budgeted cost: £

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>C</b> <ul style="list-style-type: none"> <li>Daily bespoke groups for reading and mathematics</li> <li>Purchase of resources to support learning (CGP)</li> <li>Targeted Support Teacher small group sessions for ARE and GDS writing</li> <li>National Tutoring Programme for ARE reading, maths and GDS reading and maths.</li> <li>Personalised attitude trackers and countdown rewards.</li> <li>Sports coach to lead learning allowing staff to work with targeted children.</li> </ul> | <p>Gaps identified in formative assessment allow for precisely targeted teaching to address these. EEF identify that small group tuition has an impact of +4 months.</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p> <p>It is also identified that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.</p> <p>EEF identify that short, regular sessions of tutoring (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Also tuition in groups of two or three has been equally or even more effective.</p> <p>It is also noted that experienced and specifically trained teachers can have a greater impact on outcomes than teaching assistants or volunteers. The EEF identify that tutoring has an impact of 5+ months</p> | 3, 5.                         |
| <b>D</b> <ul style="list-style-type: none"> <li>Targeted support Teacher to work with small groups. ARE for maths (arithmetic) GDS reasoning and ARE for reading.</li> <li>Targeted Support Teacher to</li> </ul>   | <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher</p>   | 2, 3                          |

|  |   |       |
|--|---|-------|
| <p>work with priority readers on a daily basis</p> <ul style="list-style-type: none"> <li>• Sports coach to lead learning allowing staff to work with targeted children.</li> <li>• HLTA to work with targeted children on handwriting skills and letter formations.</li> <li>• RWI fast track phonics tutoring for identified children</li> </ul> | <p>impacts.</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p>   |       |
| <p>E.</p> <ul style="list-style-type: none"> <li>• Daily phonics for targeted children.</li> <li>• Targeted Support Teacher to lead learning allowing staff to work with targeted children.</li> <li>• Targeted Support teacher to work with ARE maths.</li> <li>• Play therapy and Sensory circuit sessions for targeted children.</li> </ul>     | <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts.</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p> | 4,3,2 |

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

Budgeted cost:

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>F</p> <ul style="list-style-type: none"> <li>• LGPS PP launch.</li> <li>• Enrichment opportunities during lunch time and after school.</li> <li>• Completion and implementation of whole school annual plotter identifying trips, visitors, enterprise and community</li> </ul> | <p>The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and in life. PPG children often have less opportunity to build cultural capital which in turn impacts on their attainment.</p> <p>The EEF identify that both targeted interventions and universal approaches for behaviour have positive overall effects (+ 4 months). Schools</p> | 6,7,8                         |



|   |   |   |
|---|---|---|
| <p>link</p> <ul style="list-style-type: none"> <li>• Targeted nurture provision with Inclusion Assistant and play therapist.</li> <li>• Completion of sensory garden through enterprise activities.</li> <li>• Exposing children to a variety of careers related activities to raise aspiration.</li> <li>• Provide leadership opportunities for children e.g. whole school ambassadors, class champions, sport leaders.</li> <li>• Development of outdoor playground.</li> <li>• Half termly whole school well being afternoons.</li> <li>• Personalised bespoke well being strategies for identified. E.g. well being hub, gardening, breathing, walk and talk, mindfulness colouring, lego etc.</li> </ul> | <p>should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>  |   |
| <p>G.</p> <p>Attendance lead to monitor attendance on a weekly basis, identify concerns and swiftly intervene where appropriate and liaise with external agencies</p> <p>Targeted support plans for children parents of persistent absentees</p> <p>Promote attendance in school through different initiatives.</p>   | <p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p> <p>They state that Pupils with <b>no absence</b> are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve greater depth, than pupils that missed 10-15% of all sessions</p> <p>Research into Improving Attendance in School Serving Deprived Areas identified that regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education</p> | 9 |

**Total budgeted cost: £**

## 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.

Phonics has continued to embed across the school. The outcomes for phonics in year 1 are in line with National at 76% and exceed the local authority by 4%. DV children have exceeded national DV outcomes in year 1 by 9%. The outcomes in year 1 for DV children are broadly in line with their non DV peers with a 7% difference. At year 2, 40% (4 children) passed their phonics which exceeds the local authority expectations by 3%

|                        | Y1         | Y2         |
|------------------------|------------|------------|
| <b>Cohort</b>          | <b>76%</b> | <b>40%</b> |
| <b>Local Authority</b> | <b>72%</b> | <b>37%</b> |
| <b>National</b>        | <b>76%</b> | <b>50%</b> |
| DV                     | 71%        | 67%        |
| DV National            | 62%        | -          |
| Non DV                 | 78%        | 29%        |
| SEND                   | 67%        | 100%       |
| SEND National          | 38%        | -          |
| <u>Non SEND</u>        | 76%        | 14%        |

In reading, the DV ARE outcomes exceeded LA DV outcomes by 18.5% in year 2. The targeted DV ARE children in years 3, 4 and 5 met end of year aspirational target and the overall ARE outcomes for all children in year 2, 3, 4 and 5 were in line or broadly in line with end of year aspirational target.

#### Age Related

| Year Group | Target (%) | Overall ARE Outcome (%) |
|------------|------------|-------------------------|
| 1          | 76         | 57                      |
| 2          | 77         | 71                      |
| 3          | 68         | 63                      |
| 4          | 68         | 73                      |

|   |    |    |
|---|----|----|
| 5 | 82 | 81 |
| 6 | 76 | 61 |

| Year Group                  | DV Target (%) | DV Outcome (%) | Non DV Outcome (%) | DV vs Non DV |
|-----------------------------|---------------|----------------|--------------------|--------------|
| 1                           | 65            | 40             | 55                 | -15          |
| 2                           | 81            | 69             | 73                 | -4           |
| Year 2 Authority DV – 50.5% |               |                |                    |              |
| 3                           | 64            | 64             | 65                 | -1           |
| 4                           | 65            | 65             | 77                 | -12          |
| 5                           | 63            | 63             | 88                 | -25          |
| 6                           | 62            | 48             | 73                 | -25          |

### Greater Depth

- The DV GDS outcomes exceeded LA DV outcomes by 5.9% in year 2
- The DV GDS outcomes exceeded target in years 1, 4 and 5 and met target in year 3.
- The overall GDS outcomes for children in year 1,3 and 4 and broadly in line for years 2 and 5.

| Year Group | Target (%) | Overall GDS Outcome (%) |
|------------|------------|-------------------------|
| 1          | 13         | 21                      |
| 2          | 25         | 20                      |
| 3          | 18         | 23                      |
| 4          | 26         | 27                      |
| 5          | 30         | 28                      |
| 6          | 26         | 14                      |

| Year Group                 | DV Target (%) | DV Outcome (%) |
|----------------------------|---------------|----------------|
| 1                          | 6             | 15             |
| 2                          | 19            | 13             |
| Year 2 Authority DV – 7.1% |               |                |
| 3                          | 15            | 14             |
| 4                          | 6             | 11             |
| 5                          | 6             | 13             |
| 6                          | 12            | 4              |

The year 6 cohort presented a number of non-academic challenges which negatively affected their education and impacted on their access to teaching:

- There were 10 suspensions across the whole school, of which 7 were year 6 pupils. Of the 7 children, 3 were repeat offenders.
- 25% of the children who needed an Individual Pupil Plan were year 6 children
- 1 child was in receipt of play therapy.
- Highest number of DV children within the school at 46%
- 8 children were on the SEND register.
- 7 children were in receipt of weekly nurture throughout the academic year due to their wellbeing and mental health
- 8 children were supported through Early Helps
- Low attendance in one class at 86.7%

### Impact Writing

| DV Target (%) | DV Outcomes (%) |
|---------------|-----------------|
| 58            | 50              |
| LA DV 57%     |                 |

**Maths**

| DV Target (%) | DV Outcomes (%) |
|---------------|-----------------|
| 62            | 42              |
| LA DV 55.5%   |                 |

**Combined**

| DV Target (%) | DV Outcomes (%) |
|---------------|-----------------|
| 58            | 31              |
| LA DV 41.8%   |                 |

**Whole Cohort****Writing**

| Target (%) | Outcomes (%) |
|------------|--------------|
| 71         | 66           |

**Maths**

| Target (%) | Outcomes (%) |
|------------|--------------|
| 76         | 63           |

**Combined**

| Target (%) | Outcomes (%) |
|------------|--------------|
| 71         | 54           |

Within year 2, every subject for ARE and GDS either exceeded or met National outcomes with the exception of writing.

**DV Children****ARE**

| Reading |         | Writing |         | Maths  |         | Combined |         |
|---------|---------|---------|---------|--------|---------|----------|---------|
| Target  | Outcome | Target  | Outcome | Target | Outcome | Target   | Outcome |

|                |                    |                |    |                |                    |    |    |
|----------------|--------------------|----------------|----|----------------|--------------------|----|----|
| 81             | 69<br>(2 children) | 69             | 44 | 75             | 63<br>(2 children) | 69 | 44 |
| National – 51% |                    | National – 41% |    | National – 52% |                    |    |    |

GDS

| Reading         |         | Writing       |         | Maths           |         | Combined |         |
|-----------------|---------|---------------|---------|-----------------|---------|----------|---------|
| Target          | Outcome | Target        | Outcome | Target          | Outcome | Target   | Outcome |
| 19              | 13      | 13            | 13      | 19              | 13      | 6        | 0       |
| National – 8.1% |         | National – 3% |         | National – 6.7% |         |          |         |

**Whole Cohort**

ARE

| Reading        |         | Writing        |         | Maths           |         | Combined      |         |
|----------------|---------|----------------|---------|-----------------|---------|---------------|---------|
| Target         | Outcome | Target         | Outcome | Target          | Outcome | Target        | Outcome |
| 77             | 71      | 72             | 52      | 77              | 68      | 72            | 51      |
| National – 67% |         | National – 58% |         | National: - 68% |         | National: 59% |         |

GDS

| Reading        |         | Writing       |         | Maths            |         | Combined |         |
|----------------|---------|---------------|---------|------------------|---------|----------|---------|
| Target         | Outcome | Target        | Outcome | Target           | Outcome | Target   | Outcome |
| 25             | 20      | 25            | 9       | 27               | 21      | 18       | 9       |
| National – 18% |         | National – 8% |         | National – 15.1% |         |          |         |

Within year 3, the outcomes were in line or exceed targets in all but writing and combined.

**ARE**

| Subject  | DV Target (%) | DV Outcome (%) | Non DV Outcome (%) | DV vs Non DV |
|----------|---------------|----------------|--------------------|--------------|
| Reading  | 64            | 64             | 64%                | •            |
| Writing  | 55            | 41             | 44%                | -3%          |
| Maths    | 59            | 59             | 75%                | -16%         |
| Combined | 55            | 41             | 44%                | -3%          |

#### GDS

| Subject  | DV Target (%) | DV Outcome (%) | Non DV Outcome (%) | DV vs Non DV |
|----------|---------------|----------------|--------------------|--------------|
| Reading  | 18            | 18             | 28%                | -10%         |
| Writing  | 0             | 9              | 3%                 | +6%          |
| Maths    | 14            | 27             | 33%                | -6%          |
| Combined | 0             | 9              | 3%                 | +6%          |

#### • Enrichment opportunities during lunch time and after school.

| Clubs 2021-22 | Year group | Attendance  |
|---------------|------------|---|
| Construction  | Reception  | 17 children attended on a regular basis<br><b>75% of DV children attended</b>       |
| Art           | 1          | Between 22 and 30 children attended each week<br><b>67% of DV children attended</b> |
| Computers     | KS1        | 10 children attended this club<br><b>17% of DV children attended</b>                |

|               |     |   |  |
|---------------|-----|---|--|
| Multi sports  | KS1 | 16 attended on a weekly basis.<br><b>24% of DV children attended</b>          |  |
| Choir         | KS1 | 26 attended on a regular basis<br><b>46% of DV children attended</b>          |  |
| Mindfulness   | 2   | 15 children attended on a weekly basis<br><b>47% of DV children attended</b>  |  |
| Mindfulness   | 3   | 27 children attended on a regular basis<br><b>73% of DV children attended</b> |  |
| Colouring     | 3   | 13 children attended on a daily basis<br><b>30% of DV children attended</b>   |  |
| Science       | 3   | 22 children attended on a regular basis<br><b>54% of DV children attended</b> |  |
| Lego          | 4   | 17 children attended on a regular basis<br><b>52% of DV children attended</b> |  |
| TT rock stars | 4   | 13 children attended on a regular basis<br><b>34% of DV children attended</b> |  |
| Mindfulness   | 5   | 14 children attended this club<br><b>28% of DV children attended</b>          |  |
| Football      | 6   | 19 children attended on a regular basis<br><b>73% of DV children attended</b> |  |
| Dance         | KS2 | 17 children attended on a weekly basis<br><b>61% of DV children attended</b>  |  |
| Badminton     | KS2 | 17 attended on a regular basis<br><b>41% of DV children attended</b>          |  |
| Art           | KS2 | 14 children attended this club  |  |



|              |     |  |
|--------------|-----|--|
|              |     | <b>28% of DV children attended</b>                                   |
| Cross stitch | KS2 | 12 attended regularly<br><b>58% of DV children attended</b>          |
| Choir        | KS2 | 44 attended on a regular basis<br><b>53% of DV children attended</b> |

• **Completion and implementation of whole school annual plotter identifying trips, visitors, enterprise and community**

Each year group completed their annual plotters. Every child in every year group experienced either a school trip **or** wow event in school.

• **Targeted nurture provision with Inclusion and Attendance Officer and play therapist.**

5 play therapist slots were made available on a weekly basis. 10 children were provided places and of those 10, 9 children (90%) were DV children.

Throughout the academic year, there were 16 different nurture groups in school. These groups consisted of anger management, managing emotions, respect and resilience, confidence building and sibling support to name but a few.

Within these groups 98 pupils were supported. Of the 98 pupils, 76% of them were identified as Disadvantaged pupils.

• **Provide leadership opportunities for children e.g. whole school ambassadors, class champions, sport leaders.**

2 Whole School Pupil Ambassadors were elected

8 class champions

10 house captains

26 Sports Leaders

• **Development of outdoor playground.**

Significant investment has been made to the outdoor play equipment on both key stage one and key stage two playgrounds. There has been a new outdoor gym installed on KS2 as well as a couple of climbing apparatus. On KS1 a new trim trail has been installed as well as large sheltered area. Both areas have been finished with artificial grass so they can be used all year round.

• **Personalised bespoke well being strategies for identified. E.g. well being hub, gardening, breathing, walk and talk, mindfulness colouring, lego etc.**

Attendance is rigorously monitored on a weekly based by the attendance team and any identified concerns are swiftly dealt with.

**Academic Year 21/22 Headline Figures**

- Whole School Attendance -91.7%
- National Attendance 92.5%
- School PPG Attendance – 89.3%
- National PPG Attendance – 89.6%

- School Social Worker Attendance – 95.5%
- Whole School Persistent Absence – 30.4%
- National Persistent Absence – 22.5%
- School PPG Persistent Absence - 40.7%
- National PPG Persistent Absence - 35.5%

## 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 |
|-----------|----------|
|           |          |
|           |          |

## 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.*