



Summerbank Primary Academy Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils (at census)	41.23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	09.12.22
Date on which it will be reviewed	
Statement authorised by	Clare Pearson
Pupil premium lead	Clare Pearson
Governor / Trustee lead	Michael Fair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,995
Recovery premium funding allocation this academic year	£26,970
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£285,965

Part A: Pupil premium strategy plan

Statement of intent

At Summerbank Primary Academy we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible and successful citizens of the future

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

When making decisions about using Pupil Premium funding we consider the context of our school, the challenges faced and research conducted by the EEF.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Support pupils to access a wide range of opportunities to develop their knowledge and understanding of the world (cultural capital)
- Support families with a view to ensuring children's needs at home are met

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of children achieve below age related expectation on entry to Nursery / Reception (exacerbated by C-19 restrictions and few children attending pre-school). This is particularly evident in their social, emotional and communication skills.
2	Many children have underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics attainment among disadvantaged pupils is below that of non-disadvantaged pupils (60% v 73%). This negatively impacts their development as readers.
4	Reading, Writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at KS2. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Higher than average proportion of children within school are new to English or with EAL (55% in school compared to 19% nationally). Studies show that it takes 6 years for someone with EAL to acquire levels of language that are equivalent to that of a first language speaker. This impacts on children's ability to access the curriculum.
6	Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils. Disadvantaged pupils also make up a higher proportion of Persistently Absent pupils compared to their peers.

7	Stability – proportion of children making moves between schools higher than national. This disruption in schooling impacts on attainment
8	High deprivation factor / poverty (quintile 5 – most deprived). Economic barriers prevent children from accessing resources/limit engagement in activities which impacts on learning. Routines/Environment at home may not be conducive to learning (home reading, homework, spelling and having the correct equipment in school e.g. PE kit). Opportunities outside school can be impacted by finances (life experiences, access to books). Economic factors impact on ability to develop 'cultural capital'
9	Some pupils are not always 'ready to learn' (being in a secure place mentally, physically and emotionally) on arrival to school. Chaotic family lives which may include social service involvement impacts on this.
10	Children come from a range of different cultures which can have different views/experiences around schooling . There are also a range of different commitments for families outside the school day linked to culture/religion.
11	Parents are willing but some do not always have the skills/time themselves to support their child in learning at home.
12	Our behaviour tracking, observations and discussions with pupils and families has identified a specific issue with the use of social media and messaging apps by upper KS2 pupils. This impacts on pupil wellbeing, self esteem and readiness to learn when in school. These challenges affect disadvantaged pupils, including their attainment.

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
At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.	<ul style="list-style-type: none"> >The gap between PP attainment and National All Pupil attainment diminishing at key national data points. > Pupils achieve (or exceed) expected levels in GLD, Phonics, Reading, Writing, Mathematics, SPaG related to their individual start levels.
Quality of teaching is at least good or better with regard to structure and pupil participation.	>Learning is effective. It ensures good progress and retention, particularly in Reading, Writing, Mathematics and Phonics

<p>Provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.</p>	<p>>Ongoing monitoring of books/learning outcomes demonstrates that children are making at least expected progress > Pupils achieve (or exceed) expected levels in GLD, Phonics, Reading, Writing, Mathematics, SPaG related to their individual start levels.</p>
<p>Quality of teaching of oral language development strategies (Wellcomm; Helicopter Stories; P4C) is at least good or better.</p>	<p>Oral language development strategies are embedded in routine practice resulting in accelerated progress of children in communication and language skills.</p>
<p>Attendance and punctuality of disadvantaged pupils is improving towards national benchmark</p>	<p>> there is an upward trend in attendance for disadvantaged pupils and the overall school population</p>
<p>Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.</p>	<p>> pupils are ready to learn in class. > the number of interventions at the point of learning are reduced</p>
<p>Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital</p>	<p>> opportunities for pupils to broaden their horizons and knowledge and understanding of the world > Pupils attend events/visit places they would not usually be exposed to > Pupils are confident and highly engaged in wider opportunities.</p>
<p>Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.</p>	<p>>pupils progress through our school system of language acquisition levels at a good pace. >children demonstrate an increased willingness to engage in whole class learning.</p>
<p>The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</p>	<p>> Increasing parental uptake of opportunities in school to participate in shared learning with their children > Increasing parental uptake of opportunities in personal learning > Parents are willing to engage with support agencies</p>

Our Trust curriculum aims are to.....	For our disadvantaged children, this means..
Be purposeful, enjoyable and celebrated	Fair access to learning opportunities and celebrates pupils' strengths and successes.
Encourage curiosity and engagement	Promoting experiential learning opportunities.
Meet the diverse needs of our children and our communities	Through quality first teaching and high expectations, we promote a knowledge of society and the world around our children.
Promote Collaboration	Positive partnerships with parents, community, businesses and stakeholders.
Inspire collaborative, creative , critical and caring thinking	Enabling a holistic approach to development, ensuring pupils have a skills' set that provides life choices and life chances.
Instil knowledge, skills and understanding	Teachers promote opportunities for pupils to engage in assessment processes that capture their learning at the same time as harnessing their ability to self-manage and be resilient.
Generate confident communicators	Developing pupils' oracy and language skills, and promoting active pupil voice and reflection.
Have characteristics of effective learning	Teachers knowledge of pupils informs their practice and ensures a development of the learners' wider thinking and reasoning skills.
Be ambitious for all learners	All staff and governors have aspirations for our pupils that have no boundaries.

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: £24,263.36

Activity	Evidence that supports this approach	Challenge(s) Addressed
Raise the attainment of disadvantaged learners by providing staff with understanding of barriers to learning and the practical strategies to support (INSET – Maslow; ‘Thinking Differently’ CPD)	For all of our pupils, but particularly those who are disadvantaged, the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that create a sense of belonging for all. Self-esteem and pastoral approaches are about what happens inside and outside of the classroom. (Marc Rowland, Pupil Premium expert). By ensuring staff have an understanding of the challenges faced by disadvantaged pupils it enables them to better meet individuals’ needs.	1, 3, 4, 5, 9
Development of Quality First Teaching approaches linked to Content and knowledge; Teaching sequence; Vocabulary; Explanation and modelling; Tasks; Questioning and retrieval; Feedback (Appraisal; CPD: M&E)	High quality teaching is the foundation for progress for all learners. It is believed that the difference between poor teaching and highly effective teaching equates to just under half a year’s extra progress for most learners. The effects of high quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years’ worth of learning with very effective teachers, compared with half a year’s worth with poorly performing teachers (The Sutton Trust, 2011).	4, 5, 7
Purchase and implementation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (RWI; CPD: M&E)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Evaluation has found that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme. EEF	1, 3
Provide access to Accelerated Reader Programme to support daily reading at school and home	The EEF’s Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded	1, 2, 3

	efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. EEF	
The teaching of mathematics is consistently good through school. The curriculum is progressive and supports meeting children's needs through the use of pre- post- unit assessment (White Rose Maths; Jigsaw EYFS; CPD; Classroom Secrets)	Mathematical knowledge and understanding can be thought of as consisting of several components and it is quite possible for pupils to have strengths in one component and weaknesses in another. It is therefore important that assessment is not just used to track pupils' learning but also provides teachers with up-to date and accurate information about the specifics of what pupils do and do not know. This information allows teachers to adapt their teaching so it builds on pupils' existing knowledge, addresses their weaknesses, and focuses on the next steps that they need in order to make progress. (EEF Report 'Improving Mathematics...')	4
P4C is embedded following C-19 disruption. (CPD for new staff; release time for Leads)	There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils P4C EEF	2, 4, 5
Enhanced Curriculum provision through specialist teaching – Computing, MfL	Disadvantaged pupils have less access to technology or to travelling widely. Specialist computing teaching with a reduced class size supports children in developing their computing skills. Use of a native Spanish speaker allows children to broaden understanding and cultural awareness.	8

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

Budgeted cost: £211,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Support		
SENCO to coordinate, support and monitor provision and CPD for staff working with SEN pupils	Over a quarter of the pupils currently in school are on the SEN register, this is double the National figure. Children entering Nursery and Reception have not had access to pre-school learning and baseline assessment identifies children as well below age-expectation.	1, 2

Improve outcomes for disadvantaged pupils with high level SEN (school Stages 3 & 4) through specialist TA support.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Disadvantaged children in need of intervention are targeted for additional support (school Stages 1 & 2)	Support provided by class based teaching assistants to ensure continuity and through the day application. Additional support in class ensures minimum 1:15 adult:child ratio	1, 2, 3, 4, 5, 9
Nurture, Mental Health & Behaviour Support		
Learning Mentor to provide Support 0.75 day to support children in being emotionally ready to access learning (develop confidence; emotional resilience; social skills)	Many of our children are face significant challenges outside of school and are learning to manage their feelings in response to this. The opportunity to spend time with a focus on this supports their ability to function within school and beyond.	1, 9, 12
Behaviour Lead provides targeted support to children at risk of reduced academic outcomes due to behaviour issues	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 9, 12
Offer ELSA support to children facing significant challenges	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships .	4, 9, 12
EAL Support		
Children entering the school with EAL are well supported within class and through targeted work (EAL Lead; Bilingual Teaching Assistants)	58% of children in the academy have EAL needs. Predominant language is Urdu/Punjabi but there are an increasing number of other languages. Learners are identified as 'EAL' until they reach full proficiency in English and are able to participate effectively and independently in the school curriculum. This can range from 5 -10 years. Bilingual Support facilitates: <ul style="list-style-type: none"> school awareness of the needs of bilingual learners 	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> • appropriate use of learners' other language skills • Clarification of key words and instructions • using the learners' first language to explore concepts in greater depth • feeding knowledge of learners' understanding of key concepts into the teacher's assessment and planning • liaison with parents • Carry out home language assessments 	
Academic Support		
Speech, language and communication needs are met for those children assessed as being delayed in these areas (Wellcomm).	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Engaging with the National Tutoring Programme to provide school-led tutoring for the lowest 20% of readers. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
Targeted Phonics Intervention for KS2 Pupils (Fresh Start)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4

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

Budgeted cost: £51,320.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Broader Skills		
Forest Schools/Outdoor Learning provision (particularly in year 1 and year 4)	<p>Evaluation by Social and economic research group (SERG) concludes Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	1, 2, 6, 8, 9
Wellbeing, mental health & safeguarding		
Safeguarding Officer	In school we have approximately 25% of children we consider ‘vulnerable’. More frequent referrals are made around disadvantaged pupils and this provision enables them to be addressed in a timely manner. Stoke-on-Trent children’s services has been rated ‘inadequate’, therefore as a school we must go above and beyond to safeguard our children.	8, 9, 11
EWO and Attendance Team target overall attendance and reduce number of pupils who are persistently absent, embedding principles of good practice set out in the DfE’s Working Together to Improve Attendance advice.	In previous years, school data identifies that additional EWO time has reduced PA. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4, 6
National Breakfast Scheme for KS2 Pupils & subsidised Breakfast Club	The Government state: ‘We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’ https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	9

Development of a Uniform exchange programme	Cost of living has increased. Families increasingly struggling to keep up with providing children with fitting uniform. Providing the uniform exchange will address this need and also support children being ready to learn (Maslow's hierarchy of needs)	9
Provision of personal hygiene products to support self-care and health	Maslow's hierarchy of needs indicates the importance of physiological needs being met.	9
Curriculum enhancement		
Pupils to access a range of social/cultural/sporting experiences, visits and activities including residential	Pupils have limited life experience/ horizons will be broadened and they will develop cultural, historical and geographical understanding. Aspirations are raised.	6, 8, 10
Music: Subsidised places for choir to attend Young Voices event Tuned Instrument tuition (Y3)	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. These activities have important educational value in themselves, as well as impacting on core academic attainment in other areas of the curriculum particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6, 8, 10
Access to technology and educational materials		
Incentivise higher attainers in Reading by loaning out Kindles linked to ZPD target.	Local libraries have closed. Children with higher reading ages have less access to a wider range of fiction at Primary School as they are at stages at the top end of our reading provision. Providing Kindles will support a broader reading diet and incentivise reading for pleasure for HA pupils.	3, 4, 8
Parental Engagement & Support		
Family Learning opportunities provide support for parents of vulnerable/disadvantaged pupils to enable them to impact on wellbeing and learning.	Parent workshops pre-Covid had a positive impact on parents' ability to support children's learning at home. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; 	8,9,10,11

<p>Inclusion Team works with families to reduce barriers and to initiate engagement with other agencies.</p>	<ul style="list-style-type: none"> • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	
<p>EAL Parents are supported to develop their own English to better support their child and future life chances.</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	

Total budgeted cost: £ 287081.10

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intent for the use of Pupil Premium Funding	Intended Impact
<p>A At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.</p>	<p>Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.</p>
<p>Evaluation of impact outcome A:</p> <p>Previous work through Pupil Premium had supported PP children in narrowing the gap with their peers. In the academic year 2021/2022 this was not the case. That remote and disrupted learning during the pandemic had an adverse effect on disadvantaged pupils which has been recognised nationally. This is reflected in our own internal and own national data.</p> <p>National examinations took place for the first time since the C19 pandemic, these, along with our internal assessments during 2021/22 indicated that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.</p> <p>Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Continued disruption during 21/22 meant they were not able to fully benefit from our pupil premium funded improvements as we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Due to the level of differentiation present in the school, additional adults to support children had a positive impact on meeting needs. • Gaps in learning in phonics exist in older year groups than is usually expected, this reflects gaps in learning linked to missed learning during school closures in 2019/2020 and 2020/21. Continued need to focus on this area. 	

B	Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.	There is evidence of the gap between PP attainment and National All Pupil attainment diminishing at key national data points.
<p>Evaluation of impact outcome B: Detailed analysis of data indicates that in a small number of areas, disadvantaged pupils are doing better than their non-disadvantaged peers. Significant progress has been made by some children, this goes against the overall trend for performance weakening. See also evaluation of outcome A</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Upskilling parents in key areas of learning is important to ensure they are able to support their child at home. • A need to look particularly at upskilling staff on strategies linked to reaching disadvantaged learners to maximise progress 		
C	Attendance and punctuality of disadvantaged pupils is improving towards national benchmark	To raise the attendance of disadvantaged pupils' attendance
<p>Evaluation of impact outcome C: Overall improvement seen in attendance data. Some gaps are evident but not across all year groups. Persistent absence of a minority of individuals impacts on data. The LA suspended prosecution for a large period due to the coronavirus pandemic.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Attendance remains a challenge post-Covid, some parents expectations around attendance have been altered by long periods of abse • Covid continued to impact on absence throughout the school 		
D	Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.	Pupils are ready to learn in class. The number of interventions at the point of learning are reduced
<p>Evaluation of impact of outcome D: The school now has in place a qualified ELSA and this has meant a wider range of needs can be met 'in-house'. Learning Mentors work was hampered by Covid restrictions and meant most of this was completed 1:1 rather than drawing together groups from across the school. I rise in issues related to social media use outside of school is impacting negatively on children's emotions.</p>		

	<p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> Nurture/mentoring/ELSA has had a positive impact where it has taken place and will prove to be an important strategy as we continue to operate during the covid-19 pandemic. 	
E	<p>Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital</p>	<p>> opportunities for pupils to broaden their horizons and knowledge and understanding of the world</p> <p>> Pupils attend events/visit places they would not usually be exposed to.</p>
	<p>Evaluation of impact of outcome E:</p> <p>Educational visits increased as Covid restrictions reduced through the year. This meant children were able to apply their learning beyond the school context and broaden life experiences. For some children going out of school was an entirely new experience, they coped with this well. Cost of educational visits has increased due to the fuel crisis/inflation. This is impacting on parents' ability to contribute.</p> <p>Children benefitted from specialist teaching. Forest School has the ability to strongly impact on children's breadth of knowledge and experience.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> Educational visits are extremely important in extending the curriculum offered in school and should continue to form part of the funding use. Due to rises in costs, families are reporting less money to spend on trips out of school. 	
F	<p>Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.</p>	<p>Pupils progress through our school system of language acquisition levels at a good pace. Children demonstrate an increased willingness to engage in whole class learning.</p>
	<p>Evaluation of impact of outcome F:</p> <p>The EAL team when placed in class or when withdrawing individuals/small groups were able to continue to impact on language acquisition. Additional support for families has taken place, particularly as part of Admissions meetings.</p> <p><u>Lessons Learned</u></p>	

	<ul style="list-style-type: none"> • Bilingual support is a huge benefit to our families both in and out of school. • Where families English is limited and we do not have a matching bilingual support this remains a disadvantage. • Children will benefit from being able to be in mixed groups (not bubbles) as common languages can be grouped • Previous initiatives (not run this year) to engage EAL parents would prove beneficial once covid restrictions are reduced. 	
G	The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)	Parental uptake of opportunities in school to participate in: shared learning with their children; personal learning; and engage with support agencies increases.
	<p>Evaluation of impact of outcome H: Early help champion offered support to families through the year and particularly during individual isolations. This ensured relationships were maintained and helped families to engage. Family Learning opportunities were well received although were limited in number due to high levels of Covid in December, January and February.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Supporting our parents to support their child’s learning is a high priority. • Parents who are new to English themselves face a greater number of barriers when trying to support their children. • Parents look to the school for guidance and support and see us as a signpost to greater opportunities. 	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mastering Number	NCETM
Forest Schools	Staffordshire Wildlife Trust
Purple Mash	2Simple
My Maths	Oxford University Press

Wellcomm	GL Assessment
ELSA	Summit Psychology
Switch On Reading	

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.