

Bradford Primary School Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Bradford Primary School
Number of pupils in school	17
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	June/July 2024
Statement authorised by	Jo Luxford, Principal
Pupil premium lead	Jo Luxford, Principal
Governor / Trustee lead	Tania Skeaping – Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2,910
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2910.00

Part A: Pupil premium strategy plan

Statement of intent

At Bradford Primary School the curriculum has been designed to ensure each and every child can ‘Nurture, Flourish and Succeed..’ by offering stimulating and awe-inspiring learning experiences with our school values at its heart. It is bespoke to the needs of the pupils at Bradford Primary School, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum but by developing individual and collaborative learning experiences, a positive growth mind-set, a sense of responsibility and challenges that take them beyond the classroom.

We are a small village school with a constantly evolving and developing curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. We want to develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world.

We have high expectations for every child so that they achieve their potential and be the best that they can be.

We plan a high quality, knowledge rich and inspiring curriculum, which builds a respect for diversity and challenges/questions social justice. Our curriculum supports leadership and civic responsibility for all learners, and we support staff with high quality CPD.

Our school will have a costed Pupil Premium Strategy that uses a consistent framework based on areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by Principal, Subject Leaders and Governors.

We use the following guiding principles as part of our work in supporting Disadvantaged children:

All staff are aware of the disadvantaged children they teach or support. We consciously build strong relationships with these children, gaining knowledge of their strengths and areas for development, their individual contexts and aspirations.

We focus on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.

We remember that we are powerful advocates: we have a responsibility

We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, progressive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

We know that excellent teaching is adaptive and meets the needs of the learner; we use evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential.

We address financial and practical barriers to learning and enrichment.

We focus on learning behaviours: we explicitly teach students behaviours to enrich and develop lifelong learning and intervene, where necessary, to support progress. We use qualitative and quantitative data to inform our interventions.

We understand that excellent attendance is fundamental to student success.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for vulnerable learners are lower than for other groups of learners.
2	Oral language skills Weak Language and Communication skills - our assessments, observations and discussions with pupils indicate that a significant proportion of children on entry to EYFS have weak language and communication skills. These are evident from Reception through to KS2.
3	Early Maths skills – KS1 and lower KS2. Assessments indicate that attainment in maths is lower for a significant number of disadvantaged students than for non-disadvantaged learners in KS1 and KS2.
4	Social and emotional needs Our assessments, observations and discussions – and the number of families who are supported by or in need of Early Help – show that their complex family situations for some disadvantaged students. Pupils eligible for Pupil Premium have experienced more Adverse Childhood Experiences.
5	Limited aspirations/mental health difficulties. The following are highlighted as some of the main current and future health and wellbeing challenges across the Devon Sustainability and Transformation Partnership area (Healthy and Happy Communities 2021 – 2025): Access to services, including socio-economic and cultural barriers Complex patterns of urban and rural deprivation Housing issues (quality and affordability) Poor mental health and wellbeing, social isolation and loneliness. Our observations and discussions with pupils have identified social and emotional issues for some children and families due to a lack of enrichment opportunities during school closures. The challenges particularly affect disadvantaged pupils, including their attainment.
6	Early Reading expectations and support Disadvantaged pupils currently benefit from enhanced support for reading.

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
<p><u>Oral language skills/vocabulary</u></p> <p>Improve oral language skills and vocabulary through targeted intervention.</p> <p>Support higher rates of progress across EYFS especially in speaking, understanding, listening and attention.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged children. These observations are supported by book looks and improved engagement in lessons.</p> <p>EYFS outcomes improve for disadvantaged children, leading to improved outcomes and progress as they move through KS1.</p>
<p><u>Limited aspirations and access to cultural capital</u></p> <p>Disadvantaged children accumulate the skills and experiences needed to improve social capital and life aspirations.</p>	<p>Disadvantaged children have a reduction in the number of behaviour incidents, and increased involvement in clubs and areas of responsibility across the school.</p> <p>Disadvantaged children are involved with Leadership activities across the school.</p> <p>Disadvantaged children have increased access to out of school activities to increase cultural capital</p>
<p><u>Social and emotional needs.</u></p> <p>Improved attendance rates and punctuality for disadvantaged children</p> <p>Families identified as having complex family situations are supported through a multi-agency approach.</p> <p>The school community, and particularly disadvantaged families, have a greater understanding of positive mental health and how to stay mentally healthy.</p>	<p>Sustained high levels of wellbeing from 2023/24/25 demonstrated by:</p> <p>*Attendance rates improve for disadvantaged children and they have reduced frequency of being late.</p> <p><i>The overall absence rate for all pupils being no more than 4%.</i></p> <p><i>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced significantly.</i></p> <p><i>The % of disadvantaged pupils who are persistently absent is reduced significantly.</i></p> <p>*Disadvantaged families are able to support their child/children as they have a strong support network and are able to address complex living and housing needs.</p>

	<p>*Student voice, student and parental surveys and teacher observations voice and understanding of mental health and hoe to stay mentally healthy.</p>
<p><u>Early Maths skills</u> Quality first teaching approaches, Pre-Teach and formal interventions to improve fluency and confidence in maths.</p>	<p>Disadvantaged children make rapid progress in maths and show greater resilience when facing challenge.</p> <p>KS2 Maths outcomes in 2023/24/25 show that a greater number of disadvantaged children meet the expected standard.</p>
<p><u>Early Reading and Reading for Pleasure</u> Disadvantaged children to maintain positive attitudes to reading and to develop pleasure in Reading as the move through the school.</p>	<p>Disadvantaged children make rapid progress in phonics (RWI) in EYFS (where applicable)and KS1.</p> <p>Disadvantaged children in KS2 talk about their enjoyment of reading, read regularly at home and make sustained and sometimes rapid progress in reading.</p> <p>KS2 reading outcomes in 2023/24/25 show that a greater % of disadvantaged children meet the expected standard.</p>

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: £ 2910.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to develop quality first teaching involving impactful feedback for pupils and supportive, research-based pedagogy</i>	<p>T and L Community of Practice – supporting pedagogy and small school class structures.</p> <p>Trust focus on pedagogy including January INSET and follow up staff CPD</p> <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. 1, 3-6 7</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from weekly Incremental Coaching from principal; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'</p>	<p>3,6</p> <p>Baseline assessments to establish year groups key areas for development.</p> <ul style="list-style-type: none"> •Termly monitoring of attainment levels compared to PPG children's non-PPG peers. •PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class. <p>*Progress from baselines show that overall PPG children across the school increased their attainment levels by</p>
<i>Support early language and reading skills through RWI programme</i>	<p>EEF Early Reading and OFSTED reading strategy</p> <p>The EEF shows extensive evidence that the use of a systematic phonics programme has positive impact on early reading.</p> <p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>6</p> <p>Reading action plan, lowest 20% identified for additional 1:1 reading, reading records, guided reading records, adults reading aloud</p>

	<p>Increasing range of phonetically decodable books for the very weakest readers.</p> <p>EEF – Extensive evidence shows that high quality structured interventions help pupils struggling with their literacy.</p>	<p>timetabled daily reading survey, reading enrichment activities.</p>
<p><i>Ensure assessment supports the early identification of areas of difficulty and addresses through impactful intervention</i></p>	<p>EEF intervention</p> <p>The ‘Closing the Attainment Gap’ document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.</p> <p>The EEF document ‘Preparing for Literacy’ recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	<p>3,6</p> <p>Reading action plan, lowest 20% identified for additional 1:1 reading, reading records, guided reading records, adults reading aloud timetabled daily reading survey, reading enrichment activities.</p> <p>Catch up plans support progress of PPG children</p>

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

Budgeted cost: £ 2,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Develop focused reading groups and reading more with adults</i></p> <p><i>Additional phonics support through targeted intervention and regular additional rehearsal.</i></p>	<p>Use of commercial reading comprehension strategies - The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress</p> <p>Increasing range of phonetically decodable books for the very weakest readers</p>	<p>6</p> <p>Reading action plan, lowest 20% identified for additional 1:1 reading, reading records, guided reading records, adults reading aloud timetabled daily reading survey, reading enrichment activities.</p>

	In the EEF, there is extensive and consistent evidence supporting the impact of structured interventions, high quality one to one and small group tuition as a catch-up strategy.	Catch Up Plans, provision mapping and RWI tracking
<i>Speech link to support speech and language development.</i>	<p>Speech and Language Therapy - EEF shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research.</p> <p>EEF – Extensive research shows that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p>	<p>2</p> <p>Assessments show that no intervention was needed for speech support in KS1</p> <p>Vocabulary developed with DELP triangle used alongside English blocks, Reading/Writing progression charts.</p> <p>Ambitious vocabulary used with Base curriculum.</p>
<i>Increase quantity and develop quality of Early reading resources including purchase of Fresh Start reading programme and Read Write inc spelling resources</i>	<p>Use of commercial reading comprehension strategies - The EEF shows on average, reading comprehension approaches deliver an additional six months' progress</p> <p>Increasing range of phonetically decodable books for the very weakest readers</p>	<p>6 RWI supporting phonics progress. All children passed phonics screen in KS1.</p> <p>All children now beyond grey RWI resources and accessing No Nonsense spelling</p>
<i>Times tables rocks stars and Elephant Maths to support number fluency and assigning confidence in number.</i>	<p>In the EEF, there is extensive and consistent evidence supporting the impact of structured interventions, high quality one to one and small group tuition as a catch-up strategy.</p> <p>In the EEF, there is moderate evidence that supports interventions where an accurate baseline test ensures that the intervention is Appropriate.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>3</p> <p>Intervention data supports identified progress within the programme for individual children and programmes</p>

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding principles of good practice set out in DFE's 'Improving School Attendance'.</i></p> <p><i>Establish 'easy to access' information for parents about children's absence and the potential impact on their education.</i></p> <p><i>Establish support from EWO to improve attendance of disadvantaged pupils.</i></p>	<p>Children eligible for PPG funding ended last year – attendance rates 87.6% (March to July 2021).</p> <p>EEF -</p> <p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF – extracurricular activities – life skills and character building in determining life chances</p>	<p>1, 5</p> <p>PPG children attendance to date has improved. 88.1%</p>
<p><i>Support children to attend out of school provision – clubs and holiday opportunities, learning to play instruments, sport participation.</i></p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr.</p> <p>Pupils at Bradford Primary School need access to experiences to enable them to build positive attitudes and values and have access to cultural capital.</p>	<p>1</p> <p>100% of PPG children attending after school clubs/ outdoor and adventurous activities.</p>
<p><i>Support and encourage Parental engagement</i></p>	<p>Families are listened to and encouraged to have a voice in school – they can ask for support and information about specific issues and be involved in working towards school and community goals.</p> <p>EEF Working with parents to Support Children's Learning</p>	<p>1,4,5</p> <p>Parent surveys positive</p> <p>Active FOBS and supportive parental engagement.</p>

	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	Opportunities for parents to be part of school – community events.
<i>Multi agency support for families to improve outcomes for their children and increase awareness of how to stay mentally healthy.</i>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months progress over the course of a year, and improved behaviour and relationships with peers in later life.</p> <p>The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	<p>1,4, 5</p> <p>Early identification of need and supportive strategies used to improve understanding of how to be mentally healthy.</p> <p>Mental Health and Well being policy developed by staff and parents</p> <p>AB – Mental Health first aiders</p> <p>AB Developing a whole school approach to mental health</p>
<i>Therapeutic support for children to have understanding of positive mental health and how to maintain it.</i>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months progress over the course of a year, and improved behaviour and relationships with peers in later life.</p> <p>The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	<p>1,4,5</p> <p>Therapeutic approach now documented in line with Mental Health strategy/policy.</p> <p>ACE training/trauma informed approach</p>

Total budgeted cost: £ 2910.00

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 2022/23 academic year.

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	i. Review / Lessons learned	Staff lead	Cost

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<p>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children, including PPG children.</p>	<p>SENDCo to provide INSET half termly.</p> <p>SENDCo to act as Pupil Premium Champion :</p> <p>Individual vulnerable groups Case Studies regularly updated and actions taken as a result;</p> <p>Termly questionnaires to analyse concerns, interests and barriers for vulnerable groups – support for staff in acting on and reducing barriers;</p> <p>Half termly analysis of data for vulnerable groups; impact of intervention and personalised learning monitored;</p> <p>Promote inclusion of vulnerable groups</p> <p>Champion improved mental health for all groups, including staff.</p>	<p>Staff understood the impact of research-based approaches to support PPG children/vulnerable groups and maintained high expectations of both attainment and achievement. The following were used to work towards the desired outcome</p> <p>SENDCo met regularly with staff, teaching and non-teaching, to provide INSET, teaching and learning support, data analysis, INSET for specific approaches and to meet the needs of some vulnerable groups.</p> <p>Half termly analysis of data to support decision making and priorities</p> <p>Regular lesson and book monitoring.</p> <p>Environmental observations to ensure access for all.</p> <p>Observations of targeted interventions and support improved outcomes for vulnerable groups.</p> <p>Listening to the voice of pupils through termly questionnaires and interviews.</p>	<p>Children are engaged with their learning and are most are making good progress from their starting points; barriers to this progress are being addressed through Catch Up support, Early Help and an understanding of what the children have missed through Covid lock downs and how this impacts on their learning behaviours and mental health.</p> <p>Some disadvantaged children have made better than expected progress from their starting points.</p> <p>ii. Assessment system will track progress using baseline assessments in Sept 2020. Soft elicitation supported understanding of children's starting points and revision of key skills supported confidence and 'filling' of gaps in learning.</p> <p>ii.</p> <p>v. This approach has been successful alongside additional strategies to support specific areas of learning and developing high aspirations. It is an approach that will continue to be implemented.</p>	<p>SENDCo</p> <p>Executive</p> <p>Head teacher</p> <p>English, Maths</p> <p>Subject</p> <p>Leaders</p>	<p>Half Termly Pupil Progress Meeting reviews.</p> <p>Vulnerable Groups Action Plan – half termly review</p> <p>£1500</p>
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<p>To increase the percentage of children achieving well in reading and maths.</p> <p>Ensure baseline assessments in Aut 2020 provide evidence of children's starting points after the disruption of Covid 19</p>	<p>'Coaching' supports CPD and regular reviews of teaching and learning.</p> <p>Maths Mastery programme 2020, continuing from 2018/ and 2019 as part of Maths Action Plan</p> <p>Increased focus progress and attainment in reading and phonics, including motivation for reading,</p> <p>CPD (TA and teacher) to include external agencies involvement – DTSA and Babcock</p>	<p>Coaching sessions/feedback for teaching staff fortnightly through each term supported development of classroom environments, and teaching and learning</p> <p>Maths Mastery programme 2020/21 developed pedagogy from work in 2019/20.</p> <p>Read Write Inc. was introduced Autumn 2019/Spring 2020 in both KS1 and KS2 with training and RWI website support</p> <p>Learning Walks, Pupil conferencing, Book scrutiny</p> <p>Intervention and TA observations by SENDCo</p> <p>Feedback on CPD – support for</p>	<p>i.Coaching has enabled teachers to develop in areas that they have identified and has proved valuable in enabling teachers to support children's improved outcomes in a variety of ways. Baseline assessments have supported staff in understanding gaps and areas of learning that required a whole class, group or individual approach to support.</p> <p>Children's progress has been closely monitored for progress from starting points and this supports staff in providing additional intervention where needed.</p> <p>RWI has been impactful in developing early reading skills with pace and rigour. Statutory assessments in Y1 and Y2 continue to reflect the success of the programme.</p> <p>These approaches will continue in 2021/22.</p>	<p>Executive Head Teacher SENDCo English/Maths Coordinators</p>	<p>Half termly - Assessment Data, Learning walks, Coaching sessions – some through Maths Mastery Course, Book scrutiny.</p> <p>Termly Pupil Progress meeting reviews - Leadership team with class teacher</p> <p>Monitoring of Action Plans half-termly.</p> <p>£1500</p>
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ii) Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Review / Lessons learned	Staff lead	Cost
<p>Children will make rapid and sustained progress in reading and will be on track to meet age related expectations</p>	<p>A community of Readers – Reading/Phonics Action Plan:</p> <p>DELP – Enhanced language programme principles to support the understanding and use of language. Tier one, two and three vocabulary, focus on morphology and language comprehension</p> <p>High quality/motivational reading material including ensuring diverse backgrounds are represented</p> <p>Targeted interventions.</p>	<p>Tracking of progress and monitoring of books; discussion with pupils through conferencing and Pupil Support Meetings enabled staff to sustain and develop the profile of reading for enjoyment and the importance of reading across the curriculum.</p> <p>Action Plan monitoring through observations and baseline progress measures – Subject Leaders monitored Action Plans half-termly to ensure progress and impact evaluation. This also involved half-termly analysis of data.</p>	<p>Early Reading strategies (RWI) with the recognition that continued reading of a diverse range of books and authors supports opportunity, engagement and aspirations for older readers. Our focus on reading for vulnerable pupils will continue in 2021/22.</p>	<p>Executive headteacher Maths Lead SENDCo</p>	.

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<p>Children to make rapid and sustained progress in maths.</p> <p>Pre Teaching sessions in maths support engaged, thoughtful and connected learner ; assigning confidence through the use of agreed Pre Teaching strategies.</p> <p>Maths Mastery programme to support focused improvement in the teaching of maths.</p>	<p>Twice weekly Pre Teaching in maths for agreed groups of learners.</p> <p>Regular CPD through Maths Mastery Programme.</p> <p>Catch up programme and tutoring – Aut Spring 2020/21.</p>	<p>Regular learning walks and researched based approaches ensured high quality Pre-Teaching during terns when all children were in school.</p> <p>Half-termly data analysis of maths progress and baselines after return from school closures ensured that teachers were aware of gaps and could use RWI small steps approach to catch up and progress.</p> <p>Maths Mastery approach continues to support focus on models, use of resources and depth of learning to support progress.</p>	<p>ii.Pre-Teaching in maths will be an intervention that will continue in 2021/22 as it is a researched approach that assigns confidence.</p> <p>Staff will continue to continue to use previous Maths Mastery CPD to support children's attainment and progress in maths, with the small steps approach of WRH.</p> <p>Progress data will continue to be a priority in providing early intervention.</p>	<p>Maths Lead Executive Headteacher SENDCo Governors</p>	
<p>Children with social and emotional needs (that create barriers to successful learning) to have 'in school' support leading to good and sustained progress.</p>	<p>Staff and Mental health champions to work with individual children and their families.</p> <p>Mental Health Policy to be have input from school community.</p> <p>Use of Boxhall Profile learning plans to support strategies to support well being</p> <p>Support/signposting from mental health professionals when required.</p> <p>Whole Cluster focus on Ten a Day for mental health and 'Normal Magic' mental health strategies.</p>	<p>Baseline assessments - strengths and difficulties, Boxhall Profile assessments – have been reviewed regularly to support focus of interventions and monitor effect.</p> <p>Mental Health Policy in development stage with DMAT schools</p> <p>Use of Young Citizens, PSHE Association and Expect Respect resources to support equality and inclusion – these have been used in planned PSHE/ RSE scheme of work for mixed age classes</p>	<p>Children have some strategies to support positive mental health and can talk to others about mental health. 'Hello Yellow' is celebrated annually and Black History Month is marked in school. Children know the importance of talking and listening to each other and to trusted adults when struggling with a problem,</p> <p>ii.</p> <p>v.Mental Health Aid First Training will support our continued focus on positive mental health for all members of school community.</p> <p>DMAT support of Boxhall Profile assessments will enable these to Continue and for more staff to be trained in using them to support children.</p> <p>SCARF curriculum resources support PSHE.</p> <p>This recognition of the impact of social and emotional needs after Covid continues and ensuring</p>	<p>SENDCo</p>	<p>£1000 Resources</p>

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	<p>PSHE - development of curriculum. Use of Young Citizens, Expect Respect. PSHE Association resources.</p> <p>Behaviour Support - new Behaviour Policy now implemented.</p> <p>Individual behaviour plans as required.</p> <p>Children's voice has a key role in supporting positive mental health</p>		that the school community has awareness of how to keep mentally healthy remains a priority.		
<p>Children with delayed speech and language development make sustained progress to meet age related expectations in reading and phonics.</p>	<p>Speech and Language Link early assessment and resources support identification and targeted support. Phonics intervention programme. Targeted speech and language support.</p> <p>Increased adult support to increase adult: child ratio.</p>	<p>Speech and Language Link baseline and progress assessments completed DELP strategies across all classes to support language were in place and monitored by English Lead and SENDco Phonics intervention(s) after assessment of needs in place. Plymouth Oracy Project has supported a focus on oral responses in class. Half termly assessments have taken place to assess progress and identify progress and areas of need.</p>	<p>v. Speech and Language Link assessments have supported early intervention, which builds on what children have already had success with.</p> <p>vi. DELP strategies continue to support the understanding and development of language for all children, recognising their starting points.</p> <p>vii. Oracy has been a focus in the classroom with sentence starts for debate and discussion as well as providing an alternative viewpoint.</p> <p>We will continue to use Speech and Language Link to support identification of need but this will be enhanced further with NELI programme for EYFS children.</p> <p>EYFS reforms in 2021 also recognise the importance of language and interaction in development of other areas of the curriculum.</p>	<p>Executive Headteacher SENDco Phonics Lead</p>	<p>Speech and Language Link £200 £150.00 resources £600 Oracy project</p>
Total Cost					£1750
lii Other approaches					

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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Review / Lessons learned	Staff lead	Cost
To enable all pupils to participate in after-school clubs where possible and activities and to provide financial support for educational visits, raising horizons and aspirations.	<p>After school clubs to develop learning beyond the curriculum where possible.</p> <p>Extended experiences away from school in KS2 – Y5 and Y6.</p> <p>Programme of visits and visitors to raise aspirations.</p>	<p>Progress has been carefully tracked through Covid and children's views have been sought about how they engage with their learning.</p> <p>Lesson planning meets the needs of all children and school has provided opportunities beyond the curriculum which have been financially supported. No pupil has been excluded from clubs although we were not able to provide a residential opportunity.</p>	<p>x. This support for vulnerable learners to access opportunities both within and beyond the curriculum will continue.</p> <p>ii. Children have been supported to develop aspirational thinking and an awareness of pathways to goals over the last two years with our focus on inspirational role models and careers. They have 'met real' people from their community and from passionate and diverse role models to engage and motivate them.</p> <p>ii. Audits of children's aspirations and representation of vulnerable groups across the school have started to reflect this.</p>	Executive Head teacher SENDCo PPG champion.	
Support parents in understanding how to help their child with reading and homework.	<p>A community of Readers – Reading Action Plan:</p> <p>Parent workshops and opportunities to work alongside their children termly – this will be according to Covid restrictions.</p>	<p>v. Support from Devon Learning Partnership for parents' workshops was in place but we were unable to continue with these because of COVID.</p> <p>There has been increased contact with home learning for parents over the last years because of the need for remote learning. Parents have been able to comment on the success of remote learning through questionnaires.</p>	<p>v. The contact that has been achieved over Class Dojo between parents and teachers has been invaluable during periods of lockdown. Discussions about learning and barriers have supported a shared understanding of the barriers to home-work and the strategies that can be used to address key elements – phonics, for example. There are plans for phonics and DLP workshops to support reading at home.</p>	Executive Head teacher SENDCo PPG champion	Termly through parents and child feedback
Total cost					£500

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.