

# Laurel Avenue Community Primary School

## Pupil Premium Strategy Statement 2021/22



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	Laurel Avenue Community Primary School
Number of pupils in school	139 (107 in school, 32 in nursery)
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Governing Body
Pupil premium lead	G Davison
Governor lead	A Elliott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,495
Recovery premium funding allocation this academic year	£ 10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 105,790</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Laurel Avenue Community Primary School, we aim to raise the attainment for all pupils, including those disadvantaged pupils eligible for pupil premium, as part of our commitment to help all pupils achieve their full potential by:

- ensuring high quality, enriching learning opportunities for all pupils aimed at increasing academic achievement;
- providing a bespoke and balanced curriculum with individualised approaches to address barriers to learning at an early stage through intervention;
- ensuring learning is effective through giving opportunities for spaced repetition, interleaving to help pupils to discriminate between topics and to aid long-term retention and frequent and regular retrieval of previously learned content, which increases both storage and retrieval strength;
- focusing on high quality teaching and effective deployment of staff to support disadvantaged children;
- making decisions based on detailed data and SEND support plan analysis and responding to evidence.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language and basic literacy skills are significantly below. This impacts on literacy progress in subsequent years, particularly writing which is a barrier to achievement by the end of the early years. These pupils need to make more progress than their peers to catch up.
2	Due to the low starting points of pupils who are eligible for Pupil Premium, many Year 1 disadvantaged pupils need a high level of support to meet the phonics standard at the end of the year. (55% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020). This slows their progress in reading and writing and wider curriculum subjects.
3	The impact of low communication and language starting points on entry continue to impact on writing across school into Key Stage 1 and 2. This is compounded by special educational needs of varying levels and need, speech and language needs, fine motor skills and coordination.

4	High level of Special Educational Needs including ASD, ADHD, speech and language, learning difficulties, social and emotional needs and other health related issues. 25 of 36 pupils on SEND Register eligible for Pupil Premium: 69%
5	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This has increased following the Covid-19 pandemic with more pupils suffering from low self-confidence and anxiety, particularly within Key Stage 2. This affects concentration, especially when working with others or when tasks are challenging.
6	Safeguarding concerns. 37% of pupils eligible for Pupil Premium currently, or recently, have intervention involving safeguarding. Unsettled family arrangements, impacted further since Covid-19, lead to social and emotional difficulties which affect pupils learning.
7	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Increase in level of persistent absenteeism.

## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of pupils eligible for Pupil Premium meet national expectations by end of 2022.
Higher proportions of pupils eligible for Pupil Premium meet the standard in the Y1 phonics test and Y2 phonics resits.	Percentage of pupils eligible for Pupil Premium meeting the expected standard in phonics improves from 2021.
The impact of low communication and language starting points on entry continue to impact on writing across school into Key Stage 1 and 2. This is compounded by special educational needs of varying levels and need, speech and language needs, fine motor skills and coordination.	Pupils eligible for Pupil Premium in Key Stage 1 and 2 make rapid progress by the end of the year to meet age related expectations particularly in writing, or close the gap further before end of Key Stage.
Staff further equipped to enhance progress of pupils with Special Educational Needs including ASD, ADHD, speech and language, learning difficulties, social and emotional needs and other health related issues. Enhanced resources available to support pupils' needs. Staffing levels enhanced to support needs, particularly within Key Stage 2.	Pupils with SEND eligible for Pupil Premium across school will make progress so that meet age related expectations particularly in writing, or close the gap further before end of Early Years, Key Stage 1 or 2.

Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviour.
<p>Safeguarding concerns addressed effectively to ensure pupils' needs are met and issues do not impact on performance of pupils.</p> <p>Staff available to ensure support is given to families for safeguarding, social and emotional issues including attending meetings, writing reports, sharing information with staff, making referrals to agencies, attending referral strategy meetings and supporting with family plans.</p>	Safeguarding concerns addressed and support for families provided which leads to more emotionally and behaviourally settled pupils who are eligible for Pupil Premium, having their basic needs met and so concentrating more and making progress.
<p>Improvement in attendance of pupils eligible for Pupil Premium.</p> <p>Close the gap between those eligible and those not.</p> <p>Reduce the number of persistent absentees.</p>	<p>Percentage of attendance and persistent absentees of pupils eligible for Pupil Premium is at least in line with National Average.</p> <p>The gap between pupils eligible for Pupil Premium and those not eligible is reduced.</p> <p>Increased attendance rates for pupils eligible for Pupil Premium.</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: £ 31,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training (refresher and new staff) in Read Write Inc including time for Read Write Inc coordinator to be out of class to work with Teachers and Teaching Assistants.</p> <p>CPD Chris Quigley EYFS Companion (3 staff) plus resource</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1
<p>Staff training (refresher and new staff) in Read Write Inc including time for Read Write Inc coordinator to be out of class to work with Teachers and Teaching Assistants.</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>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p> <p>Gain of 5 months with effective phonics teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Staff to receive external and internal training from in Big Maths/Big Little Maths in areas identified by Maths Coordinator. Release time for coordinator for</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important.</p>	3

<p>observations and staff training.</p>	<p>Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p> <p>The DfE non-statutory guidance has been produced in con-junction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611622/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <p>(publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> </p>	
<p>CPD for range of SEND, resources necessary for effective implementation and cover for release time for T and TAs:</p> <ul style="list-style-type: none"> <li>- Zones of Regulation (all staff)</li> <li>- Mental Health First Aid</li> <li>- Speech and Language</li> <li>- ASD and ADHD</li> </ul>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF toolkit: metacognition and self-regulation - additional 7-month progress.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>EEF toolkit: Social and emotional learning - additional 4-month progress.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make</p>	<p>4, 5</p>

	<p>approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards Reception Class Teacher, 5 mornings</p> <p>Employment of Reception Class Teacher for dedicated Reception teaching. Smaller numbers in Reception only classroom – 17 pupils allowing high level of feedback</p> <p>Purchase of resources: new Read, Write Inc updated resources; Read Write Inc. Phonics eBook Library Subscription</p> <p>Employment of TA in Reception to deliver short, regular interventions with Reception pupils starting at very low levels</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF Teaching and Learning Toolkit: Feedback - additional 6 months progress</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings</p>	1

	<p>may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</a></p>	
<p>Teaching Assistant employed (based in Class 1) teaches RWInc group in KS1 daily</p> <p>Teaching Assistant employed to deliver invention tuition in Year 1 and 2 for phonics and reading</p> <p>Accelerated Reader programme</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>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	2

	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p>	
<p>Teaching Assistant employed to deliver Accelerated Reader – 5 afternoons per week for KS2 pupils</p> <p>National Tutoring Programme – focus on writing in KS1 and 2 Teacher employed for two afternoons per week from December – July. Pupil Premium used to support this funding. (Recovery Premium to pay 75% of this cost)</p> <p>Teaching Assistant employed to support SEND Support Plan objectives and interventions in KS2 with high level of SEND</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>EEF Teaching and Learning Toolkit: Ont to one tuition - additional 6 months progress</p> <p>Short, regular sessions over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: Phonics - additional 5-month progress.</p>	3

<p>Teacher employed to reduce pupils in Year 5 and 6 to meet needs of high level SEND including social and emotional difficulties</p> <p>Online Platforms to support learning – Mathletics, Purple Mash, Espresso, Marvellous Me, Big Maths, RWInc Ebook Library, Accelerated Reader</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF Teaching and Learning Toolkit: Feedback - additional 6 months progress.</p> <p>EEF Teaching and Learning Toolkit: Using Digital Technology to Improve Learning - typically, interventions targeting mathematics lead to three to four months' additional progress whereas interventions targeting literacy lead to three months' additional progress.</p>	
<p>SLA - Educational Psychologist intervention to provide CPD to staff to enhance progress of pupils with Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues in their class as well as working with individual pupils, assessing need and signposting further agencies.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF toolkit: metacognition and self-regulation - additional 7-month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>EEF toolkit: Social and emotional learning - additional 4-month progress.</p>	4

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

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Futures Advisor recruited (shared with other schools in COL) to support pupils and families with, leading Team Around the Family meetings, involving outside agencies where appropriate and working with individual pupils across school with social and emotional difficulties.	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	5, 6, 7
To provide sporting and outdoor and adventurous activities for pupils, including Forest Schools, after school clubs, which will increase wellbeing, emotional resilience and promote positive behaviour.	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	5
Additional costs for HLTA HLTA employed to work in partnership with HT as above national average of number of families who are involved with Social Services, Family Support Workers, Parent Support Advisors, Domestic Abuse Services, Counselling and other related agencies. CPOMs Safeguarding tracking and monitoring system	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>CPOMS is an essential tool for effective monitoring of safeguarding, wellbeing and all pastoral issues. It is invaluable in helping to ensure that children, young people and adults are safe and fully supported.</p>	6

Removal of barriers for attendance – parent/carer engagement; motivation for pupils; meetings (HT, Positive Futures Worker and HLTA) to identify barriers and ensure improved attendance; purchasing uniform or other items needed.	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Historically, working closely with parents/carers and pupils has impacted positively on attendance and reduction of persistent absenteeism.</p>	7
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**Total budgeted cost: £ 105,700**

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.*

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

Staff training in Read, Write, Inc (Phonics and Language and Literacy) supported the quality of literacy teaching and staff knowledge and confidence in delivering the programme. This ensured all teaching meets demands of curriculum and the purchase of resources ensured all pupils are working with resources at an accurate standard for their level, ensuring maximum progress and latest resources.

Y1 Phonics Test taken in Y2 due to lockdown

% FSM pupils achieving phonics standard is below national FSM level for whole group.

9 FSM pupils in cohort – 56% SEND

Only 1 of FSM pupils without SEND did not receive standard – monitored for SEND

Despite higher proportion of SEND within FSM group (70% SEND FSM, 30% SEND NFSM), there is only a gap of -17% between FSM pupils and NFSM at ARE in reading, -14% at ARE in writing and -16% at ARE in Maths.

Despite lockdown, same number of pupils remained at ARE by end of KS1 from end of Reception in reading. 1 pupil moved from below ARE end of Rec to ARE end of KS1.

Writing attainment increased for FSM pupils by 7% despite lockdown.

Maths attainment increased for both FSM and NFSM pupils by 33% despite lockdown.

Increase in FMS pupils achieving age related expectations by end of Year 6 in reading (67% to 75%) and maths (50% to 75%) despite lockdowns.

TA opportunity to work with individual pupils on speech and language interventions, working closely with speech therapist and parents.

Teacher supports FSM in Year 1/2 for RWInc allowing smaller, more focused group teaching. This has been particularly impactful after lockdown, leading interventions for pupils who needed extra support following lockdown - FSM pupils working significantly below ARE, helping to fill gaps and make as much progress as rapidly as possible, including S and L, motor skills and coordination. Ensured standards stayed same from end of EYFS to end of KS2 despite lockdown.

Year 3 and 4 pupils were split into separate bubbles and so both worked with a teacher (and TA for Year 4) within a group of 16. Splitting class from mixed Y3/4 of 32 pupils into Year 3 16 and Year 4 16 impacted significantly on outcomes of pupils – with respect to progress made and social and emotional/behaviour. Year 4 pupils made excellent progress – EP reported on improvement in one pupil being significant. Pupils made at least good progress in all areas, including engagement, social and emotional.

Identified pupils receiving one to one and small group intervention across the autumn and summer terms made good progress and received bespoke packages of work during lockdown.

Tablets and laptops purchased supported pupils eligible for Pupil Premium who were not in school throughout the pandemic. This enabled them to use online platforms to access their work independently and communicate with their class teacher throughout the day using teams, email and Class Dojo. Staff were able to mark children's work online so that children received immediate feedback.

The use of Class Dojo supported school staff to communicate with pupils, parents and carers during lockdown and this has continued with homework and any support needed in general. Office 365 also enhanced this engagement through the ability to teach lessons and hold virtual meetings with pupils, parents and carers. Pupils were given their own logins for Office 365 and Teams and so the majority were able to take part in online lessons delivered by staff, especially during the spring term .

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some individual disadvantaged pupils. Pupil Premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. Zones of Regulation was used for individual pupils and this will be extended to all pupils within the next year as it has been effective.

24 of the 36 pupils on SEND Register are eligible for PP – 69% of all SEND and 43% of all FSM pupils across school. FSM pupils with SEND continue to be the group of pupils who need ongoing support and targeted intervention. Progress has been made for these pupils to fill gaps and most are making good progress at their own levels. Continued high level of support is needed to ensure meet their next milestones and pebbles. These are carefully tracked on an individual and class monitoring level and include involvement of other professionals including Occupational Therapist, Educational Psychologist, Speech and Language Therapist. Have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have strategies in place – all very closely monitored & actioned through SEND support plans. Staff expertise for meeting needs of SEND increased – online training, working virtually with Educational Psychologist. Resources purchased to support strategies.

The Positive Futures Worker has supported children and families during this time, including through the lockdown and holidays, offering invaluable support with respect to financial issues, home routines and supporting those with safeguarding needs. Communication between all staff including PFW was effective and time efficient with CPOMS being used throughout, accessed from home and school by staff.

HLTA provides support working with families alongside HT so 100% of Core Group and TAF meetings are attended despite the high number. 63% of PP pupils subject to TAF/Core Group intervention.

For the fourth year, FSM pupils' level of absence remains well below national. FSM level of absence has been reducing over years from 2015 – 2017 with a slight rise in 2021. Persistent absentee rate has dropped again to well below national FSM in 2021.

## 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
Read, Write, Inc	Ruth Miskin
Big Maths (Little Big Maths)	Andrell Education
Accelerated Reader	Renaissance Learning
Mathletics	3P Learning
Charanga (Music)	Wise Music Group
Class Dojo	Class Dojo
SPAG.com	Spag.com