



Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	North Walsall Primary Academy
Number of pupils in school	207 Nursery 26
Proportion (%) of pupil premium eligible pupils	At time of allocation 48.1% Current (without EYFS) 51.5% Current EYFS 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Y1 of 3
Date this statement was published	December 2021
Date on which it will be reviewed	Spring 1 2022
Statement authorised by	Principal Miss Hawkins 
Pupil premium lead	Principal Miss Hawkins
Governor / Trustee lead	 Marnie Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,155
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,510

Part A: Pupil premium strategy plan

Statement of intent

Our aim at North Walsall is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress, attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum, knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

Our approach will be responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic.

The North Walsall Way exemplifies the highest of expectations of all pupils, irrespective of background or the challenges they face, through our No Opt Out philosophy. At North Walsall we ensure that high levels of disadvantage do not impede any pupil from exposure to a broad, balanced and enriched curriculum. A curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences outside of the academy
- act early to intervene at the point when a need is identified & engage with outside agencies where needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy</p> <p>Our baseline assessments on entry to Reception class demonstrate that 91% of our disadvantaged pupils arrive below age-related expectations compared to only 63% of others.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 82% of our disadvantaged children are on track to pass the phonics screening.</p>
2	<p>High % of pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>Of the current 2021 Nursery intake will be screened in Jan 2022 to assess S&L concerns.</p> <p>Of the 2021 Reception intake 91% of our disadvantaged pupils have been identified as having speech and language difficulties.</p>
3	<p>Low levels of attendance & punctuality (PA)</p> <p>PP PA in 20-21 was 61.54% for the year. Overall attendance PP last for 20-21 was 93.51%.</p> <p>Autumn 1 2021 indicates that of the 11% PA list 70% of the pupils are disadvantaged & of the PL pupils 85% are disadvantaged. Overall PP attendance YTD Autumn 1 is 95.79%</p>
4	<p>Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.</p>
5	<p>Our internal tracking in summer 2 2021 and Autumn 1 2021, discussions and observations have identified social and emotional / self-confidence & behavioural issues for some disadvantaged pupils.</p> <p>23 pupils in Autumn 1&2 receiving pastoral intervention, of which 56% were PP pupils; with a waiting list for Spring.</p>

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
Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. (1&2)	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. (1&2)	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (3)	PA for disadvantaged pupils reduces every half term from 70% Autumn 1. PP attendance YTD maintained at 96%
<p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p> <p>Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.</p>
Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects. (5)	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.

	Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.
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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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.	<p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Within class attainment grouping +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1 & 2

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, individual 1:1 sessions to work on	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months</p>	1 & 2

<p>SALT targets set by the S&L Therapist, to be delivered by S&L TA</p> <p>£9,305</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Wellcom internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention</p> <p>https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/wellcomm-early-years-the-complete-speech-and-language-toolkit/</p> <p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</p>	
<p>Use of digital platforms to set HL and projects such as Nessy for targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p> <p>£500</p>	<p>Home Learning provision can provide +6 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Digital technology use in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	1 & 4
<p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2.</p> <p>£2,049</p> <p>Maths tutoring afterschool through an external provider</p> <p>£12,000</p>	<p>1:1 tutoring proves highly effective progress +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Early Phonic intervention provides +5 months progress</p>	1, 4 & 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p> <p>Additional, attendance interventions £27,000</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. £4,000</p> <p>Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance. £1,000</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>Effective behaviour intervention can improve academic outcome by +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3, 4 & 5

Deputy behaviour lead, holding parent meetings and organising in-house sanctions and rewards. £2,500 External behaviour support through the Educational Psychiatrist for paly therapy. £2,000	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Pastoral Mentor, leading intervention afternoons, afterschool club & breakfast club daily. £15,000	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Breakfast and Afterschool club, staffing £10,000</i> <i>Food and fruit for all pupils at snack time. £5,000</i>	Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time. https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day	3, 4 & 5
Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%.	Internal evidence from 2019-2020 even with the impact of COVID school's attendance improved and pupil feedback supports the use of rewarding improvement in attendance. 0.4% increase on whole school attendance. 4.6% increase on whole school Pupil Premium children. 12 extra children achieved 100% from previous year (this figure increases year on year since introducing the Bike draw and the end of year 100% trip)	3

Yearly reward for 100% is a trip and a raffle for a new bike. £3,000		
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. £20,000	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	1 & 4
Prizes to encourage pupils to take part in home learning projects and competitions. Supporting the consolidation of in-school learning. As well as building stronger links with parents, getting them involved is school projects alongside their children £1,000	<p>Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Engagement in home-learning can offer +5 months progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</p>	1, 4 & 5

Total budgeted cost: £147,500

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.

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	<p>£17,929 additional KS2 staffing for small group sizes **</p> <p>£990 on online English Platform</p> <p>£1,069 Additional afterschool tutoring for FFT (post official program ending)</p>	<p>When the school was open in the autumn term, we streamed in Y6 to reduce the class size to enable targeted teaching to take place.</p> <p>During the spring term (lockdown) this model moved online and the learning was shared. Enabling pupils to be spoken to daily by a teacher and have live lessons as well as pre-recorded.</p> <p>During the summer term we used a teaching student to run the same model. The student delivered lessons and took small groups for tuition.</p> <p>Y4 had an additional apprentice TA due to the high proportion of PP children in the class. The TA was able to target pupils for additional support.</p> <p>We ran a tutoring program using Catch-</p>	<p>Reading</p> <p>Y6 made 6.2 points of progress through FFT</p> <p>Y5 PP made 25 points progress Autumn v Summer and 0.2 points of progress against KS1 start point through FFT – Due to lack of attendance and 2 PP PA pupils and 2 new starters</p> <p>Y4 PP made 7 points of progress Autumn v summer and non-PP 20 points through FFT “0 of these pupils also received Lightning Squad tutoring – this class also had 3 PA pupils all of whom are PP</p> <p>Y3 PP 17 points progress Autumn v Summer non-pp 19 points progress. This class also have 3 PP PA pupils</p> <p>Y2 PP 28 points progress and non-pp 8 points</p> <p>Y1 4.1 points progress whole class</p> <p>We will consider running after-school tutoring for targeted year groups</p> <p>Writing</p> <p>Y6 7 points progress whole class</p> <p>Y5 PP -0.8 points and non-PP flat progress</p> <p>Y4 PP 38 points progress non-PP 20 points</p> <p>Y3 PP 28 points progress, non-PP 27 points</p>

		<p>up funding for reading, through FFT. Once this had ended, we continued with the after-school tuition and funded it through PP.</p> <p>We upped our subscription to Nessy to whole school, we also brought into Doodle English, and renewed our subscription to Oxford Reading Buddy, this ensure every pupil in the school had access to all three literacy platforms during lockdown and upon return we were able to set additional catch-up work and home work on the platforms.</p>	<p>Y2 PP 22 points progress, non-PP14 points</p> <p>Y1 17 points progress whole class</p> <p>We will look at running a Y6 writing club afterschool to support the recovery in this area</p>																														
Progress in Mathematics	<p>**</p> <p>£20,000 on online platforms and maths tutoring</p>	<p>During the Autumn term we ran an online Maths Tutoring program for targeted Y6 pupils, that ran for 12 weeks. We renewed our Mathletics licence and brought into Doodle Maths again to ensure that during lockdown all pupils had access to digital maths platforms.</p>	<p>Y6 whole class 0.1 points progress</p> <p>Y5 PP flat progress non-PP 15 points</p> <p>Y4 PP flat progress, non- PP -7 points of progress</p> <p>Y3 PP 6 points progress, non-PP flat progress</p> <p>Y2 PP & non- PP flat progress</p> <p>Y1 0.3 points progress whole class</p> <p>As Maths compared poorly to reading in 2021/22, we will engage with online tutoring</p> <p>Years 1-6 online engagement during lockdown for all core subjects.</p> <table><tr><td>Y 1</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td></td><td>73%</td><td>56%</td><td>70%</td><td>40%</td><td>50%</td></tr><tr><td>Y 2</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td></td><td>41%</td><td>34%</td><td>37%</td><td>38%</td><td>40%</td></tr><tr><td>Y 3</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr></table>	Y 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		73%	56%	70%	40%	50%	Y 2	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		41%	34%	37%	38%	40%	Y 3	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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Phonics	<p>*** Additional staffing to support with small group delivery of Phonics in & support S&L in Y2 £726</p> <p>£4,081 on additional after-noon staffing in Y1 to support with phonics groups</p>	<p>We ran smaller groups in Y1, with an additional teacher in class in the after-noon. We had an additional TA support Y2 Phonics</p> <p>Y2 had a number of PA pupils last year which impacted upon progress</p>	<p>On the 6th July Y1 were screened and 8/30 scored 36 or above</p> <p>Y2- was 20 children, which was 71 % (Based on 28 children)</p>																																							
GLD	<p>£5,737 additional staffing salary</p> <p>£9,900 speech and language interventions, therapy and staffing ***</p>	<p>We run an additional staffing model in reception this is a salaried amount, it allows for smaller group sizes more opportunity for 1:1 interaction and catchup.</p> <p>Speech and language continued as planned during the Autumn and summer term and then moved online during the spring term (lock-down) The S&L therapist ran remote 1:1 live session with pupils.</p> <p>In September 2020 the children in reception were all screened on Wellcomm, which resulted in 28 out of</p>	<p>Online Engagement for Nursery During lock down 2</p> <table><tr><td rowspan="2">Nur</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>71%</td><td>81%</td><td>90%</td><td>90%</td><td>90%</td></tr></table> <p>Online Engagement for Reception lockdown 2</p> <table><tr><td rowspan="2">Rec</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td></tr><tr><td>37%</td><td>37%</td><td>63%</td><td>60%</td><td>57%</td></tr></table> <p>By the end of the academic year 15 of the 28 children met their age-related expectation and no longer required additional support. Out of the remaining 13 children it is expected that a further 6 will come off the intervention by October 2021. On average each child made approximately 27 months progress in the space of 10 months with each child moving within each section at each assessment point. This indicates accelerated progress for all of the learners.</p>	Nur	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	71%	81%	90%	90%	90%	Rec	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	37%	37%	63%	60%	57%																	
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		<p>30 children requiring further support. This is due to the fact that they were working below their actual age for their receptive/expressive language skills. We had never had so many children requiring intervention as previously this would only be a handful of children (between 6-8)</p> <p>A teaching assistant ran wellcomm groups twice a week for a full term. Children were screened on a termly basis to monitor progress and to rearrange the groups where needed. This equated to £44.17 a term per child.</p>	<p>33.3% of pupils in reception made good progress in relation to their starting point. This level of progress is reflective of none-attendance during recommended return period. 73.3% of pupils did not return to school. Between 22.06.20 and the 27.7.20 school return for Reception, Y2 and Y6 was optional. In essence these pupils missed all of the spring term and half of the summer term.</p>
Wider	<p>£3,420 on Breakfast club and afterschool club staffing cost</p> <p>£3,000 on additional food and breakfast club parcels during lockdown</p> <p>£10,072 on Attendance staffing cost</p>	<p>Afterschool clubs did not run during Autumn or spring term due to COVID. We did run FFT tutoring afterschool during the summer term.</p> <p>Breakfast club ran throughout on limited numbers due to bubbles. As a substitute we gave out BC food packs to all PP and SEND pupils. We then opened this up to any family struggling.</p> <p>We prepared full food parcels for all PP and SEND pupils at the end of each half term.</p> <p>Attendance staff changed their role slightly during lockdown, to monitoring</p>	<p>Due to COVID restrictions we only offered BC places to working and SEND parents. We had 13 pupils attend, we met the needs of all working parents.</p> <p>PP attendance 93.5% for the year Whole school attendance 94.8% PP PA attendance 61.54%</p> <p>The competitions worked really well, we had excellent engagement in certain year groups and received amazing feedback. If we found ourselves in the same position, we would run these activities and programs again to encourage online engagement.</p> <p>We were only able to run Tutoring afterschool clubs during summer 2 due to COVID restrictions. Again, moving forward, we intend to re-start all after school clubs</p>

	<p>£8,000 on remote rewards or competitions during lockdown and attendance post lockdown this includes Christmas gifts for all pupils</p> <p>£500 on year 6 in-house leaving rewards as they were unable to go offsite due to COVID.</p> <p>£20,500 strategic leadership of PP staffing cost</p> <p>£1,500 on ICT hardware to ensure the move to remote learning could be met</p> <p>£531 whole school EOY Picnic in place of the EOY summer trip to the seaside</p>	<p>online provision and engagement of school work. Calling PA and SEND pupils weekly and conducting home visits for PA children if no contact or online work was completed.</p> <p>We ran a series of online competitions to motivate children during lockdown and to support and thank parents. We then posted rewards and prizes out to them. We also ran our 100% attendance reward for the bike, this year due to COVID we combined school attendance with online engagement during the lockdown period.</p> <p>As we could not take the pupils off site for their rewards or end of year trips, we brought things into school such as a popcorn maker, bouncy castle, school prom etc</p> <p>PP spend was reallocated as circumstances change due to COVID and the budget was used reactive to need.</p> <p>We ordered additional headsets and</p>	<p>The Y6 Prom and in-house activities served the purpose of ensuring the pupils received an enjoyable end to their primary education. However, these are no substitute to real life experiences such as a Residential and trip to a Russell Group university. In 2022 we intend to move back to our usual EOY events.</p> <p>The school picnic was lovely but it is no substitute to the life experience of visiting the seaside. In 2022 we intend to re-instate the whole school seaside trip</p>
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		<p>speaks to ensure all staff had one for delivering re- mote learning during lockdown.</p> <p>Children had a wonderful picnic and fun day in school with a bouncy castle, popcorn maker, Ice Cream van and school provided picnic</p>	
Cumulative Cost	£117 ,955		

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
Reading Tutoring - 20/21	Fischer Family Trust

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

We are basing this strategy on a 3-year model, with 21-22 acting as the 1st year. Recovery Premium allocated to Tutoring is based on a 1-year model in the first instance, this will ensure we can monitor the income is available in 22-23 and no government cuts have been made.