

Mile Oak Primary School 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	Mile Oak Primary
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	32.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	09.09.2021
Date on which it will be reviewed	23.07.2022
Statement authorised by	Luke Lording
Pupil premium lead	Emma Gale
Governor / Trustee lead	Marie Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,405
Recovery premium funding allocation this academic year	£19,865
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	£220,270

Part A: Pupil premium strategy plan

Statement of intent

At Mile Oak Primary school we are determined to ensure that our disadvantaged pupils' attainment and progress exceeds national average scores. It is the responsibility of all staff to strive to overcome the impact of socio-economic disadvantage on pupil learning and achievement and improve the outcomes of our pupils. This is an ongoing process across the school and implementation is monitored carefully.

We focus on high-quality teaching and learning in all areas and use structured interventions to supplement this where necessary. We make excellent use of ongoing diagnostic assessment to ensure we are challenging the relevant barriers to learning and responding to **our** pupils' needs.

We pride ourselves on using evidence-informed approaches across the school with this strategy central to school improvement priorities. Relevant evidence and research is made available to all staff and we, as senior leaders, ensure there is interconnectivity between school strategy documents.

Distributed leadership ensures that all leaders drive the standards and practices detailed throughout the strategy and there is a collective understanding and responsibility.

The pupil premium strategy is central to the work of subject leaders in designing, implementing and evaluating their curriculum areas across the school. It is this strategy that ensures our curriculum is coherent, purposeful and provides the skills, knowledge, opportunities and aspiration necessary for our pupils to become successful learners and fulfilled citizens suitably equipped for the future.

The strategy hinges on:

A shared ethos – all staff are responsible for challenging barriers for our pupils and previous attainment is not an anchor for future attainment - *A belief that all can succeed is fundamental to the success of the pupil premium strategy* (Blatchford, 2020)

Positive relationships with pupils and the wider school community

High-quality teaching for all

Access to effective, early intervention

Development of literacy skills – with a strong focus on communication

Incorporation of quality experiences and broadening horizons

Supporting pupil and family wellbeing

Accurate impact evaluation - *Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.*
(Rowland, 20121)

Challenges

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

Challenge number	Detail of challenge
1	High expectations for all pupils Culture of success for all.
2	Literacy External data (2019) showed poor phonics acquisition. The school was below national in 2019 – 59% Reading fluency at KS2. Internal data, observations and tracking of pupils has highlighted the need for further support with fluency.
3	The development of effective oral communication skills (oracy) Reception baseline assessment highlights language as a priority focus area across the school. Through regular assessment, tracking, shadowing, discussions and observations it is evident that a lack of oracy has had a significant impact on self-esteem, confidence and future academic success.
4	High aspiration Internal observations, data, tracking and shadowing highlights requirement to incorporate first-hand life experience throughout the curriculum offer. Limited experience has a negative impact on pupils' knowledge of opportunities, language acquisition and prior knowledge to link new learning to.
5	Wellbeing Through regular discussions, observations and shadowing of pupils, we have identified an increased need to support pupils' social and emotional wellbeing since the COVID-19 lockdowns and restrictions. Referrals for additional support through external agencies and our internal pastoral support have more than doubled in the last 2 years. Access to external support for children is decreasing across the city due to the growing needs of children across Brighton and Hove.

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												
Diminished difference between disadvantaged learners and other pupils	All staff 'Think Big' for all pupils Accurate identification of barriers to learning and achievement Accurate identification of disadvantage Effective pupil progress meeting identify priorities All pupils have access to high quality teaching and learning Intervention is used to supplement classroom practice Pupil premium strategy is central to all school decisions Accurate evaluation of intervention Policy, practice and routines have an unwavering focus on high-quality, impactful teaching. Scaffold up Flexible PDMs to ensure the opportunity to provide CPD based on robust evaluation Weekly monitoring focus on work scrutiny / incisive feedback												
Disadvantaged pupils' reading outcomes exceed LA and national scores at KS2 <table><tr><td></td><td>LA</td><td>National</td><td>MO</td></tr><tr><td>PP</td><td>65%</td><td>62%</td><td>51.5%</td></tr><tr><td>All</td><td>77%</td><td>74%</td><td>64.1%</td></tr></table> (Last reportable data drop – 2019)		LA	National	MO	PP	65%	62%	51.5%	All	77%	74%	64.1%	All pupils can read fluently All pupils have necessary comprehension skills to be successful Effective retrieval practice supports pupils' confidence in tests
	LA	National	MO										
PP	65%	62%	51.5%										
All	77%	74%	64.1%										
Pupils communicate effectively and confidently	Whole school progression in tier 2 and 3 language used in planning Explicit vocabulary teaching Pre-teaching of vocabulary Over-learning of vocabulary Early and effective intervention Language focus in all areas Pupils are word curious Rich texts used to support learning Modelling of language All pupil have a voice in the classroom												

Pupils are culturally enriched	<p>Regular access to visits, visitors and events linked to curriculum</p> <p>Access to future prospects e.g. university, careers, apprenticeships</p> <p>Access to wider community</p>
Pupils are able to regulate their behaviour and emotions	<p>Zones of regulation used across the school</p> <p>Consistent use of self-regulation language</p> <p>Explicit teaching of self-regulation strategies</p> <p>Explicit teaching of the language of self-regulation</p> <p>Use of emotion coaching across the school</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: £ 110,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership Focus on High Quality Teaching for all learners	<p><i>A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</i></p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)</i></p> <p><i>Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality (Blatchford, 2020)</i></p> <p>Leaders at all levels drive the pupil premium strategy. One person cannot own the pupil premium strategy, it is a community effort to improve outcomes for these children (Rowland, 2021)</p>	1, 2, 3
Embedding of personalised SSP developed alongside Springhill English Hub	<p>Phonics is the only route to decoding. It is essential that there is early identification of pupils who are at risk of falling behind and immediate intervention provided.</p> <p>Consistency across the school is necessary to ensure pupils learn to read quickly. All pupils must complete the phonics programme.</p>	1, 2
Explicit vocabulary instruction	<p>Diagnostic assessment has shown that language acquisition is a priority for pupils.</p> <p><i>“At least 40% of pupils lack the vocabulary to access their learning.” (Voice 21)</i></p> <p><i>‘Schools should follow strategies that address the impact of socioeconomic disadvantage on learning in the long term. These include limited vocabulary, underdeveloped oral language.’</i> Rowland, 2021</p>	1, 3

Explicit reading fluency teaching	<p><i>Reading is the gateway to future learning and pupils' reading attainment has been below national averages</i></p> <p>Fluency of reading is also a key indicator for future success in further education, higher education and employment (DfE, 2021)</p> <p>Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging (DfE, 2021).</p> <p>Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance' (DfE, 2021).</p>	1, 2, 3
Effective feedback for learning	<p><i>high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)</i></p> <p><i>Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1
<p><i>CPD through weekly learning walks, coaching, instructional coaching, distributed leadership, collaboration, NPQ programme, LA support, regular and targeted professional development meetings:</i></p> <p>High expectations for all</p> <p>Phonics</p> <p>Fluency in reading</p>	<p><i>If we can develop teacher education to be a continuous process in a real sense, rather than the odd inset, workshop or course, then retention rates will improve.'</i> (Blatchford, 2020)</p> <p><i>Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy</i> (Blatchford, 2020, EEF, 2020)</p> <p>The Ebbinghaus forgetting curve shows how retention decreases over time. With retrieval practice, he showed that the less we forget and the slower the forgetting.</p>	1, 2, 3

<p>Reading comprehension</p> <p>Effective use of diagnostic assessment</p> <p>Effective ECT programme of support</p> <p>Effective induction programme</p> <p>Retrieval Practice</p> <p>Use of PLC</p> <p>High Quality Teaching</p> <p>Effective feedback for learning</p> <p>Zones of regulation</p>	<p>Roediger and Karpicke (2006) found that retrieval and low stakes testing is better in terms of long term memory.</p> <p><i>‘Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance,’</i> Agarwal et al. 2020</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning</p>	
<p>Internal cover provision for staff absence (2021 – 2022 in years R – 4)</p>	<p>Relationships – Evidence suggests that our most vulnerable learners are disproportionately impacted through the use of unknown adults therefore, a focus on internal cover, has a positive impact on pupils’ wellbeing and learning.</p> <p><i>‘Every interaction matters.’</i> (Rowland, 2021)</p> <p><i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge</i> (Rowland, 2021)</p>	1, 5
<p>Effective use of assessment</p>	<p><i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils’ progress</i> (EEF, 2020)</p>	1
<p>Recruitment and retention programme and strategic allocation of teachers</p>	<p><i>‘Getting the right teachers matched to the right classes is vital.’</i> (Sobel, 2018)</p> <p>High turnover of staff has a detrimental impact on learners’ enjoyment and achievement.</p>	1, 5

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

Budgeted cost: £ 55,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Boost</p> <p>Nuffield Early Language Intervention</p>	<p><i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</i></p> <p><i>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress (EEF, 2020)</i></p> <p>Pupil Premium case studies used to accurately identify potential barriers to learning and effective, personalised intervention implemented.</p>	<p>1, 2, 3</p>
<p>Nurture Provision</p>	<p>Early Intervention to ensure children are school ready, can enjoy and achieve.</p> <p>Social communication has been identified as a priority area for further development in the 2021-2022 cohort of pupils.</p>	<p>2, 3, 5</p>
<p>Pre-teaching (pre-learning) and Same Day Intervention (overlearning)</p>	<p><i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met (EEF, 2020)</i></p> <p>100% of teachers stated that, during 2020-2021, pupils accessing Pre-teaching were better accessing lessons.</p> <p>2020-2021 data shows that pupils accessing effective pre-teaching made accelerated progress.</p>	<p>1, 2, 3</p>
<p>Additional Phonics/Reading Intervention</p>	<p>Keep up not catch up mantra across the school.</p> <p>Reading is the gateway to the rest of the curriculum.</p>	<p>1, 2, 3</p>

Breakfast and a book	Children identified as needing additional intervention will be ready to learn following breakfast club and provided with daily 1:4 reading teaching following a structure intervention programme	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [55,067]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of relationships	<p><i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.</i> (Rowland, 2021)</p> <p><i>Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from disadvantaged backgrounds</i> (Rowland, 2021)</p>	1, 2, 3, 4, 5
Building cultural capital through educational visits and visitors; future careers focus; extra-curricular activity	<p>Regular pupil conferencing tells us that some children struggle to identify what might be possible in the future</p> <p>Pupil conferencing has shown that many children would like greater access to extra-curricular opportunities</p>	4, 5
Targeted use of breakfast club to ensure punctuality	<p>Targeting preparedness for learning is a priority.</p> <p>2020-2021 use of targeted breakfast club increased punctuality for vulnerable families.</p>	3, 4, 5
Use of Family Champion to engage families	<i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.</i> (Rowland, 2021)	4, 5

	<p>'Schools should engage with parents in an active and empathetic way' (Sobel, 2018)</p> <p>Support for parents in managing peer-on-peer abuse outside of school, online safety, routines, boundary setting and mental health are a priority based on evidence collected in 2020-2021.</p>	
Explicit support for SEMH through enhance Learning Mentor Programme, Pet therapy, increased access to School Counsellor	<p>Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p>Internal data analysis continues to show greater progress in RWM for PP children in receipt of mentoring.</p>	4, 5
Enrichment to increase cultural capital for all pupils	<i>'Development of quality relationships and communication.'</i> (Sobel, 2018)	4
Implementation of zones of regulation	<i>'Pushes to improve behaviour should be school wide.'</i> (Sobel, 2018)	5
Early intervention	<i>Links with EYFS settings</i>	1, 2, 3, 4, 5
Early Access to forest school	<i>'Improved self-regulation and an increase in self-esteem and self-confidence'.</i> (Sobel, 2018)	1, 2, 3, 4, 5
Financial Support	<p><i>Poverty proofing practices have shown that decisions about when to provide costed activities must have benefits which cannot be provided in the classroom.</i></p> <p><i>At different times, some families may find meeting the costs of various opportunities difficult.</i></p>	1, 2, 3, 4, 5
Transition	<i>Evidence suggests a dip in progress through transition, particularly cross-school transition.</i>	1, 2, 3, 4, 5

Total budgeted cost: £220,270

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.

5. Planned expenditure 2020-2021					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Outcome	Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Accelerated progress in reading, writing and maths so that children eligible for PP funding progress is comparative to others.	High Quality teaching for all in all lessons	<p><i>A belief that all can succeed</i> is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)</i></p> <p><i>Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality</i> (Blatchford, 2020)</p> <p>High expectations for all</p>	<p>A collective ethos to Think Big for ALL children – high aspirations for all</p> <p>Policy, practice and routines have an unwavering focus on high-quality, impactful teaching.</p> <p>Scaffold up</p> <p>Flexible PDMs to ensure the opportunity to provide CPD based on robust evaluation</p> <p>Weekly monitoring focus on work scrutiny / incisive feedback</p> <p>Peer observation of classes</p>	EG	<p>Accelerated progress in Y1/2//Beech class/5/6</p> <p>Internal data shows progress of 'above' or 'well above' expectations in these year groups for PP in RWM.</p>
	Effective use of assessment -	<i>High-quality assessment is essential to great teaching, helping</i>	YGL monitoring and feedback Lesson design focus		

	Diagnostic assessment Low stakes quizzing/retrieval quizzes QLA for termly assessment Impact evaluation	<i>us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress (EEF, 2020)</i>	Subject leaders focus		
	CPD through weekly learning walks and coaching	<i>If we can develop teacher education to be a continuous process in a real sense, rather than the odd inset, workshop or course, then retention rates will improve.'</i> (Blatchford, 2020)	Monitoring and feedback through rigorous work scrutiny carried out by Deputy Head and subject leaders via weekly monitoring meetings with staff.	EG	
	Instructional Coaching from teaching and learning coach Increased staff retention				
	Whole school planning sessions on rotation each week R, W, M	Collaboration provides support to EC teachers and enables subject leaders to introduce ideas and approaches in meaningful Greater Depth Opportunities planned effectively in move all lessons to ensure high attaining pupils swiftly onto the challenge element of the lesson. A school wide understanding of and focus	Programme of introduction based on data gathered by implementation team.	EG, NF, HT, JW, KG, JC, LM	

	on elements of fluency in each subject. Effective Use of diagnostic Assessment			
All staff to work alongside Subject Leaders and SLT for rigorous monitoring and impact evaluation – subject leadership, book scrutiny, foundation and core subject assessments through progress and evidence in books.	<i>Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.</i>	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Extra teaching time and preparation time paid for out of PP budget, (HLTA boosters). Use of pupil shadowing to ensure strategy is built on accurate assessment of the impact of socio-economic disadvantage on our pupils and not assumptions.	All subject Leaders	
CPD on: Language Acquisition Feedback for Learning	<i>EEF teaching and learning toolkit states that:</i>	Pre-booked sessions	EG, LM, JC	

Metacognition and Self-Regulation Effective use of Support Staff Teaching for mastery	<ol style="list-style-type: none"> <i>1. high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)</i> <i>2. Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)</i> <i>3. Mastery approaches to teaching and learning provide up to 5 months additional progress.</i> 	Expectation of full attendee leads training in school		
Improved staff retention				
Increased leadership capacity: NPQH NPQSL NPQML Improved staff retention	<p><i>Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy (Blatchford, 2020, EEF, 2020)</i></p>	Creation of an implementation team to identify excellent practice, remove barriers, facilitate progress of staff and participate in rigorous evaluation.	EG, JW, KG	

	Access to relevant training for subject leaders through research schools – staff retention			
	Continued collaboration through Sussex Coast TSA, English Hub and Maths Hub			
	<p>Internal cover only across the school.</p> <p>YR/Y1/Y2 - 2020-2021</p> <p>Y3/Y4 - 2021-2022</p>	<p>Relationships – Evidence suggests that our most vulnerable learners are disproportionately impacted through the use of unknown adults therefore, a focus on internal cover, has a positive impact on pupils' wellbeing and learning.</p> <p><i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge (Rowland, 2021)</i></p>	LS	

	A Mastery Approach in all lessons to include flamingo challenges Overlearning / Boosters	The greatest way to raise self-esteem is to feel success in the classroom (Rowland, 2021)	Use of Mastery Specialist as part of the embedding programme		
Total budgeted cost					£84,500

ii.Targeted support					
Outcome	Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Increased Vocabulary Acquisition	Talk Boost Nuffield Early Language Intervention Specific language focus in forest school	<i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</i> <i>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress (EEF, 2020)</i>	Vocabulary Lead Team (JW, LM, AH) monitor and utilise co-coaching approach to ensure effective implementation	EG/KT	Children accessing academic mentoring programme for maths made accelerated progress. There was no accelerated progress through the writing
Accelerated progress through	Utilise Academic Mentor for writing		Monitoring cycle Support through Teach First	EG/SF	

small group/1:1 interventions	Utilise Academic mentor for maths		Data analysis Application in class	EG/GC	academic mentor programme.
	Utilise Reading for Pleasure/Reading Fluency TA			EG/EC	
	Nurture Provision	Early Intervention to ensure children can enjoy and achieve For children to learn, their social and emotional needs must be met	SENDco weekly support DHT regular monitoring Use of Boxall	EG/KT	Access to early language intervention saw a reduction in behaviour related incidents.
				EG/KT	
Total budgeted cost					£42,250

Wider Strategies					
Intended Outcome	Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact

Increased parental engagement	<p>Key staff member to be point of contact for parental communications</p> <p>Coffee mornings/workshops</p> <p>Food bank access</p>	<p><i>'Schools should engage with parents in an active and empathetic way' (Sobel, 2018)</i></p> <p><i>Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from disadvantaged backgrounds (Rowland, 2021)</i></p>	<p>Half-termly meetings</p> <p>Parent surveys</p> <p>Tracking of engagement</p>	HL	100% engagement with families throughout lockdown and remote learning.
Raised confidence, self-esteem. Self-regulation and access to learning/social communication.	<p>Pet therapy</p> <p>School Counsellor</p> <p>Learning Mentor Support (Safeguarding, behaviour, social and emotional, learning)</p> <p>Parallel lunch and break times</p>	<p>Pupils receive specialist emotional and self-regulation support so that they can become safe, secure and effective learners.</p> <p>Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular</p>	<p>Pupil conferencing</p> <p>Half termly data analysis</p> <p>Monitor CPOMS</p>	EG/KT	Full LM support programme run throughout lockdown and increase in safeguarding team upon return to school. Progress towards SEMH targets made.

		<p>needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p>Data analysis continues to show greater progress in RWM for PP children in receipt of mentoring.</p>			
Financial Support	<p>Breakfast club/ Cool Milk</p> <p>Educational visits</p> <p>Access to reading material</p> <p>Access to technology</p>	<p>Poverty proofing practices have shown that decisions about when to provide costed activities must have benefits which cannot be provided in the classroom.</p> <p>At different times, some families may find meeting the costs of various opportunities difficult.</p>	<p>Monthly Budget meetings</p> <p>Business committee</p>	LS/JB	<p>Access to breakfast club saw an increase in attendance for children eligible to PP funding</p> <p>Access to breakfast club increased punctuality for children eligible for PP funding</p>
Bespoke support and resources for pupils post looked-after arrangements, based on observation and assessment data. Prioritising speech	Increased outcomes for post LAC	<p>Children in Care and Previously in Care can do very well in early years settings and Primary school with the right support in place, despite the challenges they have faced. However, we know that across the board there is a gap</p>	<p>Pupil Conferencing</p> <p>SENDco reports to Governors</p>	KT/EG	100% post LAC accessed to ongoing counselling, SEMH support and academic intervention

& language, additional EP time		between the attainment of this group and their peers. Focusing funding helps to remove barriers to their education and ensures everything is done so that they achieve the best they can." [BHCC Virtual School]	Analysis of PLAA pupils' progress in Pupil Progress meetings On-going liaison with key staff and the Virtual School.		100% engagement from post LAC families
Attendance meetings	Increase punctuality and attendance of pupils eligible for PP.	Families in need and those at risk are targeted with regular CAF, TAF or attendance meetings. Poor attendance leads to gaps in learning and must be addressed. Some of our families have a history of persistent absence. Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them.	Weekly attendance meetings and data analysis. Parent and pupil conferencing	LL/JB/EG	
Transition	Focused transition between year groups and from nursery/into secondary	<i>'Home visits are so much more powerful than just relying on the nursery/primary class teachers'</i>	Conduct home visits	EG/KT/RW/EF	100% of disadvantaged children accessed additional support

		<p>or talking to the pupils themselves.</p> <p>In Summer 2021, additional transition practices were implemented which enabled a smoother start to the year and greater opportunities to build relationships with parents. The impact has been seen in how quickly children have settled into their reception classes.</p>	<p>Extended liaison with secondary schools and nursery schools.</p> <p>Transition to run throughout the summer term. Utilise technology to support transition practices.</p>		for key transition points.
Look to the future	Focused input on aspirations	Pupil conferencing tells us that some children struggle to identify what might be possible in the future	<p>Monitor knowledge of future jobs/careers/opportunities through half-termly pupil conferencing</p> <p>Ensure links are made to real-life in teaching.</p>	EG	This project will be priority for 2021-2022
Total budgeted cost					42,250

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
Times Tables Rock Stars and Numbots	ttrockstars
Language Angel	Nubridge Publishing Limited
Discovery RE	DISCOVERY RE LTD
Purple Mash	2simple
Odizzi	Little Travel Bug Ltd

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?	Learning Mentor 1:1 Breakfast club Extra-curricular access
What was the impact of that spending on service pupil premium eligible pupils?	Increase in attendance Improved self-regulation

Further information (optional)

An internal tracking system is used to identify barriers to learning for vulnerable pupils. This is used to assess the impact of intervention on these barriers and supports all adults in long-term impact analysis.