

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 | Falconhurst School |
| Number of pupils in school | 323 (exc. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 40% (130/323) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | March 2022 |
| Statement authorised by | Louise Aird |
| Pupil premium lead | Matthew Nash |
| Governor / Trustee lead | Will Swann |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £153640 |
| Recovery premium funding allocation this academic year | £15, 515 |
| 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 | £169155 |

Part A: Pupil premium strategy plan

Statement of intent

Falconhurst adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.

- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.

This strategy should be read alongside plans for our return and recovery post Covid-19. We acknowledge that all children will have missed at least 1.5 terms of learning as a result of national lockdowns since March 2020 and some will have been absent for additional bubble or self-isolation periods.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | In School Barriers: Covid-19 related learning gaps, mental health issues relating to anxiety and school attendance issues presenting gaps to Non-PP Peers |
| 2 | In School Barriers: Increased focus on scaffolds and aspirations for PP children |
| 3 | In School Barriers: Lack of exposure to a large variety of culture and experiences to develop cultural capital |
| 4 | External barriers: High levels of Socio-economic need impacting on children's preparedness for learning |
| 5 | External barriers: Reluctant and cautious engagement with school impacting upon families ability to parent and access support for learning and wider school opportunities |
| 6 | External barriers: Low self-esteem, confidence and pro-social issues |

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 |
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| <p>Covid related return and recovery:</p> <ul style="list-style-type: none"> • Small group interventions will be focussed in Year 5 in summer term 2021 and Year 6 Autumn 2021 and spring of 2022 • To enrich, extend and support children's access to learning and recording • Increase positive/physical mental health and wellbeing • Protected time and space for children in Years 1 to 6 to share and address anxieties through learning pathway approaches and positive mental health activities with a Learning Mentor | <ul style="list-style-type: none"> • Pre-Teaching and Catch up sessions for missing key concepts in Maths • Small group focus for English teaching • Participation in Collabor8 peer support and challenge for Maths specifically. • 3 after school clubs and an additional hour for Sports Stars from Sports Coach • Provision of personal Chromebook device for each year 6 PP child • Chromebooks sourced, personalised and included within the daily learning experience for children • Selected enrolment in after school sport clubs • 1:1 and small groups focussing on anxiety and learning pathways, once weekly sessions |
| <p>Scaffolds and aspirations for Pupil Premium children.</p> <ul style="list-style-type: none"> • Support teachers in applying evidence based research from EEF to support practice and strategies • Demonstrate aspirations for PP children in progress goals and daily feedback so that existing gaps to non-PP peers are diminished • Motivate all staff in positive open mindset ready for all PP children's return and ongoing need • Provide PP children with role models and aspirational mentoring from networks and partners at opportunities throughout academic year 21/22 | <ul style="list-style-type: none"> • PP Strategic lead staff meetings in relation to EEF and publications • CPD from EEF and Sandringham Research School to further support teacher awareness and practice • Strategic Leads for PP and Curriculum implementation to be supported in higher professional study with direct impact in school and across staff. • Key principles from motivational INSET training underpin work alongside PP children as evidenced in increased levels of aspiration and positive open mindset amongst children in Pupil Interviews. • Pupils will be encouraged and motivated to consider their future opportunities and challenges beyond Primary school. |
| <p>Developing Cultural Capital</p> <ul style="list-style-type: none"> • Opportunities to broaden children's life experiences are secured through experiences at MK Gallery, Library, Middleton Exhibitions, STEM and local business and high quality texts | <ul style="list-style-type: none"> • PP children are able to engage with reading texts and write with an increased level of confidence based on their experiences. • PP pupils also start to develop a home library with school based texts and authors of their choosing • Children feel confident and able to apply higher levels of learning where understanding of the world beyond school is required. |

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| <p>Supporting Socio-economic factors</p> <ul style="list-style-type: none"> • Ensuring that all PP children are nourished, dressed in seasonally appropriate uniform and supported before the learning day begins | <ul style="list-style-type: none"> • Fully funded Breakfast Club is promoted and prioritised for PP children when numbers are limited by Covid. • Uniform/shoe allowance is made available to support vulnerable PP families at the discretion of the HT, AHT or Safeguarding Learning Mentor • Attendance at external trips and school based activities with a voluntary contribution are fully funded for PP children where needed. |
| <p>Parental Engagement</p> <ul style="list-style-type: none"> • Supporting families of PP children with accessing support from external partners (health, social care, housing, health) so that children's needs are met and learning can be successfully accessed • Running family group workshops (Covid permitting) for children and parents to attend together | <ul style="list-style-type: none"> • Learning Mentor time allocated for caseload of vulnerable PP families to support and establish purposeful relationship which prioritises children's learning needs and attendance. • Family learning time included at pathway milestones for parents to spend time alongside child completing crafts, activities, baking etc.. to raise profile of learning and convey a less threatening image of school • Parent consults with a Learning Mentor included as part of Parents Evening (when they return) so that any anxieties or concerns can be discussed prior/post teacher appointment time or a parent can be accompanied and supported whilst with the teacher. |
| <p>Pro-Social Behaviour and Inclusion for Learning</p> <ul style="list-style-type: none"> • Ensuring that PP children with additional complex and challenging needs are supported swiftly through and Early Help approach focusing on trauma and attachment/environmental impact. • Providing complete support throughout the school day for children who require positive play and engagement modelled and supported | <ul style="list-style-type: none"> • Relaunch provision to ensure that social, emotional and academic needs and progress milestones are clearly articulated and addressed through structured programmes in 1:1, small group and class based interventions. • Relaunch team to also work alongside families in ensuring that approaches and understanding of need are consistent between school and home. • Relaunch Team to maintain sharp focus on learning as part of every child's exit strategy once a child's social and emotional needs appear to be reducing as evidenced by improved social behaviours and confidence. • Access to fully funded programme at Fields of Dreams for LAC/Post LAC children • Deploy 2 MDS with focus for PP and LAC children who need additional input and guidance to engage in positive play |

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: £24800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| £3,800 Chromebook and licence purchases to be included in daily learning experience. Children will be able to have instantaneous feedback through particular learning resources and digital platforms will allow for personalised feedback marking from teachers. | Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). By having the opportunity to use digital technology as a resource, this can give varied forms intrinsic and extrinsic feedback. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). | 1, 2, 3 |
| £5000 NPQH costs for higher professional study with direct impact in school across staff. | Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. | 2 |
| £4000 external trainers for motivational staff inset training to underpin work alongside PP students increasing aspiration and mindset. | Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. The average impact of metacognition and | 2, 6 |

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| | self-regulation strategies is an additional seven months' progress over the course of a year. | |
| £2000 (£200 per delegate expenses) Aspirational mentoring from networks and partners. | On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. There is no evidence that approaches with a single focus on improving academic attainment or performance are more effective, programmes with multiple objectives can be equally or more effective. | 2, 5 |
| £4000 Pupil books- £10 per term allowance to select home books £4000 for class text book copy which is explained through half-termly pathway documents and home learning outcomes to family. Delivery of read-a-long workshops and support from Early Reading English lead to sustain e | Parental engagement has a positive impact on average of 4 months' additional progress. Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. | 1, 2, 4, 5 |
| £2000 Transport costs to venues (categorised as arts participation) | It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, and overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. | 2, 3 |

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

Budgeted cost: £17100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| £5,000 contribution for TA cost for Maths catch up for missing concepts in learning | 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. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. | 1 |
| £10,000 contribution for teacher costs for small group English | The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. | 1 |
| £2100 Resource allowance for workshops supporting learning pathways (7 year groups x £100 per term) | The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains. | 1, 2, 3, 5 |

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

Budgeted cost: £108390

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| £5320 Sports coaching costs for selected enrolment | There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the important benefits in terms of health, wellbeing and physical development and the opportunities it provides. | 3, 5, 6 |
| £17,500 Mentor costs focussing on anxiety and learning pathways | <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 Months). Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour. Both community-based and school-based approaches can be successful.</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> | 1, 4, 5, 6 |
| <p>£5700 Breakfast Club subsidy (30 children x £5weekly x 38 weeks)</p> <p>£1000 uniform grant allocation</p> | <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers</p> | 4 |

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| | <p>may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> | |
| £1120 Enrichment subsidy (£10 allowance per pupil) | It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, and overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. | 4, 5 |
| £17500 Mentoring costs to support vulnerable pupils and families with purposeful relationships prioritising learning needs and attendance | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Whilst research can focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. | 1, 2, 5, 6 |
| £50250 Relaunch Team costs where 50% of working practice is directed towards PP children. Ensuring social, emotional and academic needs addressed and supported alongside families. | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Whilst research can focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs | 1, 2, 3, 4, 5, 6 |
| £2000 Fields of Dreams LAC/Post LAC programme | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the</p> | 6 |

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| | impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. | |
| £8000 MDS staffing costs supporting PP and LAC engagement in positive play | There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the important benefits in terms of health, wellbeing and physical development and the opportunities it provides. | 6 |

Total budgeted cost: £150290

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.

| Intentions from 2019-2020 Strategy extended into '21 | | Impact | Total Spent | |
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| Correct identification of Pupil Primary Need | SENDCo to assess CPD needs of all staff and formulate a training plan. CPD Programme over the academic year | <ul style="list-style-type: none"> • SENDCo has awareness of training plan • Appraisals in place with CPD needs identified • SENDCo implementing learning from SENDCo accreditation in staff training and furthering practice • Increasing numbers of ILP's correctly targeted children's primary need so that SEND support and approaches evidence positive impact upon qualitative and quantitative outcomes for PP children with SEND need. | £2,500 on training and cover costs for appraisals | |
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| Addressing reading skills amongst KS2 children and PD in EYFS | <p>Children's Core learning will secure deeper levels of meaning and relevance to them and their world thereby enabling them to deepen their knowledge and apply in a range of unfamiliar contexts.</p> <p>Improved Decoding and Inference skills in Lower KS2 Year groups due to weekly taught Inference skills across KS2</p> | <ul style="list-style-type: none"> • Children are more aware of the purpose for learning and life connectors which when tested demonstrates a wider knowledge base for children to refer to. • Small group tuition and in-class application in Year 6 from qualified teacher from September 2020 to January 2021 has resulted in 50% of the PP cohort securing accelerated progress – this is a greater number than in writing or maths. • Monitoring of provision across LKS2 year groups from Summer 2019 to end of Autumn 2020 evidences the gap to their non-disadvantaged peers has been narrowed (Year 3) and closed (Year 4): <ul style="list-style-type: none"> • 81% of Year 3 PP children secured expected or better progress in reading • 75% of Year 3 PP secured accelerated rates of progress in reading • 92% of Year 4 PP children secured accelerated rates of progress in reading | £41,000 (80% of the total yearly cost for enabling small group tuition and in-class support) | |
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| | <p>Enhance the reading experience and ability to access high quality texts amongst children in Lower KS2</p> <p>Ongoing review of phonic provision and approaches across whole school with additional and targeted provision in available 15 minute slots from HLTA's and Cover Teachers</p> <p>Prioritise and clearly communicate the importance of language and communication from Nursery upwards</p> <p>Improve outdoor provision in Early Years to ensure that learning in the outside environment increases opportunities to develop imagination and improve gross motor development.</p> | <ul style="list-style-type: none"> • Each KS2 PP child bought and provided with a personal copy of the class text to keep • Children are better able to engage with a text and raise their sense of ownership and reading for pleasure • Families feel supported and report a level of pride and pleasure that their child has high quality reading books. <hr/> <ul style="list-style-type: none"> • Deployment of HLTA amongst Year 2 children with notable adverse impact of Covid on school attendance has ensured that the proportion of children securing a Working At standard in phonics increased from 50% in 2019 to 75% in 2020 • Weekly plan for parents, daily language activity, EYFS leader scrutiny cycle evident in SLT monitoring and remote learning check-ins during Covid lockdown. <hr/> <ul style="list-style-type: none"> • Outdoor upgrade completed with positive responses from children, families and staff. Outdoor learning is now all year round and monitoring of children evidences that this intention has been achieved. | <p>£1,500 Book Purchases</p> <p>£5,200 (20% of total yearly cost for small group & 1:1)</p> <p>£10,000 EYFS Outdoor learning upgrade</p> |
| <p>Development of Mathematical Number skills from EYFS upwards</p> | <p>Improving numbers of PP children achieving beyond expected standards through...</p> <ol style="list-style-type: none"> 1. Use of Numicon and other concrete Maths 2. Sharper scrutiny from newly appointed School Maths Leader 3. Use of White Rose and additional teacher sourced Maths resources for teaching 4. Dissemination of knowledge and skills amongst all staff by Subject Leader 5. CPD Training cycle, modelled teaching, team teaching 6. Daily Number teaching and experiences in Nursery 7. EYFS planning and scrutiny | <ul style="list-style-type: none"> • Covid impact from March 2020 into March 2021 meant that end of year data to evidence outcomes was not robustly captured; however, indicative data from Autumn 2020 shows that the gap between PP children and their non-PP peers had reduced by 6% and that a gap of only 9% remained between them in their levels of maths attainment. • White Rose Maths has now been fully adopted as a consistent Maths teaching model and programme throughout school | <p>£4,000 for Maths TLRs, leader release and Resources</p> |

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| <p>Quality of scaffolded differentiation and longitudinal learning</p> | <p>All staff professional development in school and externally for effective differentiation and scaffolding of learning</p> <p>Longitudinal learning as part of a mastery curriculum integrated within whole school improvement focus, leadership drive and curriculum review</p> | <ul style="list-style-type: none"> • Sharper curriculum plans exist which enable PP children to secure effective links between and across subjects • More Able PP children are able to fulfil challenges within the curriculum and independently apply learning within other contexts • Teaching consistency and purpose of learning is explicit and evident in planning and practice • Knowledge Organisers and children's learning across foundation subjects evidences increased levels of pride, commitment, confidence and enjoyment in their learning | <p>£32,000 TA deployment</p> <p>£1,800 Chris Quigley training and resourcing</p> |
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| Pre and Post-teaching | A raised profile of disadvantaged learners with training and support to meet their needs as a class teacher | <ul style="list-style-type: none"> • All teachers know who their PP pupils are • Majority of pupils reach their targets and milestones • Evidence of stretch and challenge in books • HLTA deployed to provide additional post teaching support and catch-up around lessons as and when available within their timetable. | £3,000 as proportion of salary |
| High levels of social mobility, temporary housing and chaotic family life | <p>Use of Learning Mentors to support parents, stabilise children's emotions and facilitate TAF actions where needed.</p> <hr/> <p>Prioritising and fully funding Breakfast provision for PP children throughout the school year</p> | <ul style="list-style-type: none"> • Targeted supported is baselined and measured against a quantitative scale from the Anna Freud Compendium of Instruments doc. • Disadvantaged families are supported in making applications for housing, support, subsistence etc... • Inward mobile families are flagged to mentor team for initial check in after 10 days and then new dates set for sustained support as and when required. • PP Leader and Learning Mentor Team monitoring evidences how they have advocated for each child in order to ensure that school provides stability, purpose and aspiration. • Referrals to Children's Social Care evidence the positive impact of work in school for children who are PP and subject to CP or CIN plans: <ul style="list-style-type: none"> ○ Attendance is improving or sustained at acceptable levels ○ Disclosures are made and acted upon ○ Proactive and preventative work can be seen in children's ability to act independently and appropriately when at risk ○ Parents are engaging more closely for the benefit of their children's education <hr/> <ul style="list-style-type: none"> • Rates of PP children attending school who are hungry and not ready for learning have notably decreased with at least 50% attending Breakfast Club. Attention span and readiness for learning have increased as a result and children are able to concentrate until lunchtime | <p>£80,392 Combined salaries of workforce to undertake this work</p> <p>£4,500 Breakfast club subsidy</p> |

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| Reluctant and cautious engagement with school impacting upon attendance | Improved attendance of PP children through daily check-ins, mentoring support, guidance and advice, rewards and incentives | <ul style="list-style-type: none"> Attendance and non-engagement at a voluntary level has decreased with zero referrals to the LA for court action. Families supported through Child Protection/Child In Need with attendance included within their support plan has also reduced to <1% | |
| Low self-esteem, confidence and pro-social issues | <p>Deployment of TA staff to support nurture play at lunchtime and encourage positive play amongst children and their peers</p> <p>Targeted work to address issues of trauma and attachment amongst all pupils but with the inclusion of PP eligible children where necessary.</p> <p>Targeted inclusion with after school and lunchtime sports offer to increase confidence, fitness and healthy mindset.</p> | <ul style="list-style-type: none"> MDS provision has been increased to manage pupil need within smaller bubbles Further training and reminders of nurture play principles have been included within each support staff members' appraisals and ongoing CPD Relaunch programme has been established with direct impact on a small number of PP children. The risk of exclusion arising from anti-social behaviours has been reduced to within 'normal ranges' and pupils speak far more positively about themselves as learners. PP children engaging with priority access to free sports clubs are demonstrating increased levels of self-esteem and pride in their attitude to daily life in school, attendance at clubs was strong and families reported a positive view of the school's intentions. | <p>£15,000 additional MDS costs</p> <p>CPD resources £500</p> <p>£42,000 Relaunch staffing</p> <p>£3,000 Sport</p> |
| | | | <p>Total £246,392</p> <p>Overspend £11,741</p> |

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 |
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| N/A | |
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