

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	Woodlands Primary School
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Vicki Lonie, Headteacher
Pupil premium lead	Mark Burns, Deputy Headteacher
Governor / Trustee lead	Steph Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,811
Recovery premium funding allocation this academic year	£14,210
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	£149,021 n/a

Part A: Pupil premium strategy plan

Statement of intent

Our goal is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective, including progress for those who are already high attainers.

Our strategy aims to support pupils deemed to be vulnerable, regardless of whether they are disadvantaged or not. This may include those who have a social worker and young carers.

We use a range of data sources (including diagnostic assessment, attainment data, attendance data, pupil voice surveys, Leuven scales) to identify the main challenges affecting the progress and attainment of our pupils. The main aim to address these challenges through high-quality teaching for all pupils, which is proven to have the strongest impact on those pupils eligible and also for those who are not.

In order to close identified gaps exacerbated by the pandemic, we will be employing experienced, highly-skilled teachers for targeted academic and mental / emotional support.

We develop a culture of high expectations at Woodlands where all staff think deeply about the support of disadvantaged pupils. They strive to identify need at the earliest possible time and provide challenge in the work they set. We truly believe that supporting disadvantaged pupils is built upon a strong partnership between family and school. We involve parents in decision-making (PP100 learning vouchers) and keep them fully informed about their children's progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics

than their peers. This negatively impacts their development as readers.

3

Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

The gaps for the current Year 1 cohort (Reception data) are as

GLD (87 pupils)	No. (%)	Missing Assessment	Below in one or more	At Risk or higher in all	At or higher in all	Above or higher in all	Significantly Above in all
Pupil Premium	16 (18.4%)	1 (6.3%)	8 (53.3%)	7 (46.7%)	7 (46.7%)	0 (0%)	0 (0%)
Not Pupil Premium	71 (81.6%)	1 (1.4%)	20 (28.6%)	50 (71.4%)	50 (71.4%)	1 (1.4%)	0 (0%)

follows:

The gaps for the current Years 2-6 cohorts are as follows:

Reading (550 pupils)	No. (%)	Missing Assessment	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Pupil Premium	106 (19.3%)	17 (16.0%)	36 (40.4%)	53 (59.6%)	44 (49.4%)	10 (11.2%)	1 (1.1%)
Not Pupil Premium	444 (80.7%)	78 (17.6%)	38 (10.4%)	328 (89.6%)	312 (85.2%)	137 (37.4%)	5 (1.4%)

Writing (550 pupils)	No. (%)	Missing Assessment	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Pupil Premium	106 (19.3%)	17 (16.0%)	41 (46.1%)	48 (53.9%)	39 (43.8%)	3 (3.4%)	0 (0%)
Not Pupil Premium	444 (80.7%)	78 (17.6%)	39 (10.7%)	327 (89.3%)	290 (79.2%)	63 (17.2%)	4 (1.1%)

Mathematics (550 pupils)	No. (%)	Missing Assessment	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Pupil Premium	106 (19.3%)	17 (16.0%)	37 (41.6%)	52 (58.4%)	43 (48.3%)	9 (10.1%)	0 (0%)
Not Pupil Premium	444 (80.7%)	78 (17.6%)	33 (9.0%)	333 (91.0%)	315 (86.1%)	130 (35.5%)	4 (1.1%)

Combined (550 pupils)	No. (%)	Missing Assessment	Below in one or more	At Risk or higher in all	At or higher in all	Above or higher in all	Significantly Above in all
Pupil Premium	106 (19.3%)	17 (16.0%)	45 (50.6%)	44 (49.4%)	32 (36.0%)	3 (3.4%)	0 (0%)
Not Pupil Premium	444 (80.7%)	78 (17.6%)	50 (13.7%)	316 (86.3%)	279 (76.2%)	53 (14.5%)	0 (0%)

4

Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

5

Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which have affected self-esteem, anxiety levels and the resulting behaviour of some of our vulnerable pupils.

Teacher referrals for support have markedly increased during the pandemic. 49 pupils (29 of whom are disadvantaged) currently require additional support with social and emotional needs.

6

Our attendance data over the last 18 months indicates that attendance among disadvantaged pupils has been between 4 - 6% lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	This year we are targeting 63% of disadvantaged pupils meeting the expected standard. In 2022-23, we are targeting 70% of disadvantaged pupils meeting the expected standard. In 2023-24, we are targeting 75% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023-24 show that more than 53% (most recent assessment: 35% - end of Year 3) of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023-24 show that more than 47% (most recent assessment: 35% - end of Year 3) of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023-24 show that more than 59% (most recent assessment: 41% - end of Year 3) of disadvantaged pupils met the expected standard.

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: £42,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development and enhancement of vocabulary strategy:</p> <ul style="list-style-type: none"> • Look at our strategy / approach to implicit and explicit teaching of vocabulary, allocation of tier 2 words and subject-specific words • Train staff in new strategy • Roll out vocab strategy • Monitor implementation and impact • Provide additional CPD as required 	<p>Approaches to develop vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words. Both approaches should be used.</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 </p>	1, 3
<p>Development and enhancement of oral language strategy:</p> <ul style="list-style-type: none"> • conduct an analysis on our spoken language practise at present • examine examples of strong practise from research • establish enhanced oral language strategy / approach • Roll out oral language strategy • Monitor implementation and impact • Provide additional CPD as required 	<p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 </p>	1, 3
<p>Improve quality and consistency of phonics teaching:</p> <ul style="list-style-type: none"> • Provide Read Write Inc phonics training to all staff (teachers and TAs) looking at pedagogical approaches and implement straight away • Subscription to Read Write Inc training and resource repository to allow for model lessons to be viewed and help embed consistently good practise 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Toolkit Strand Phonics</p>	1, 2, 3

<ul style="list-style-type: none"> • Introduce more robust phonics tracking document to and use rigorously to highlight gaps and those who need additional support • Use phonics videos for parents to access at home and allow time for additional practise, where pupils require it • Monitor implementation and impact • Provide ongoing / additional CPD as required 		
<p>Ensure writing lessons develop writing skills (vocabulary, grammar, punctuation, handwriting) across sequences of lessons and from year-to-year:</p> <ul style="list-style-type: none"> • Implement new handwriting policy • Monitor implementation and impact • Establish clear progression of sentence learning – tying in grammar and punctuation accordingly. Provide CPD to staff on this. Implement new sentence progression. Monitor and evaluate impact. Amend and / or provide additional CPD as required 	<p>Teach writing composition strategies through modelling and supported practice.</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 </p>	<p>1, 2, 3</p>
<p>Embed a clear and progressive approach to the teaching of reading:</p> <ul style="list-style-type: none"> • DHT to regularly meet with year groups to discuss the long- term plan for reading, options around the format of lessons and to provide them with strategies for teaching different aspects of reading • Create year group reading overview documents to illustrate each year group’s approach to reading • Monitor and evaluate impact of approach to reading. Amend and / or provide additional CPD as required 	<p>Alongside the teaching of phonics, we want to develop and embed our approach to the teaching of reading, focusing on fluency and comprehension.</p> <p>Support pupils to develop fluent reading capabilities. Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 </p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Education Evidence Teaching and Learning</p>	<p>1, 2, 3</p>

	Toolkit Reading Comprehension Strategies 	
<p>Develop a culture where a love of reading is at the centre of the curriculum:</p> <ul style="list-style-type: none"> • Carry out reading surveys across the school to ascertain attitudes towards reading • Give all pupils time to choose books in the new libraries • Put a system in place for the ongoing promotion of books in school • Staff to engage in CPD to expand their knowledge of children’s literature • Clarify expectations on reading corners in classrooms where the quality of the books is the most important consideration. • Evaluate the effectiveness of decodable books. Have a clear system in place. 	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>DfE Research evidence on reading for pleasure (2012)</p>	3
<p>Continue developing a varied and ambitious knowledge-rich curriculum:</p> <ul style="list-style-type: none"> • To return to our curriculum intent and check it is robust and addresses the barriers we are currently seeing in our pupils • To conduct a wholesale planning review to ensure it matches curriculum intent accurately • To make adjustments to systems and structures in preparation for the curriculum intent to be implemented and embedded successfully over the long term • To plan ahead for the professional development and training of staff in 2022-23 to support the successful implementation and embedding of the curriculum intent 	<p>You should continue to teach a broad and balanced curriculum in all subjects. This includes what pupils learn from wider experiences such as educational visits and visitors to the school.</p> <p>DfE Teaching a broad and balanced curriculum for education recovery (2021)</p>	1, 3
<p>To improve attainment in Maths</p> <ul style="list-style-type: none"> • Participate in NCTEM’s ‘Mastering Number – a new programme for early primary pupils’ • To ensure that the needs of ALL learners in maths lessons are met (support, challenge, SEND) • Increase staff confidence in maths mastery and mathematical subject knowledge • To develop systems for ensuring that children become fluent in maths and know appropriate maths facts by the end of the year 	<p>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Mastery learning</p>	3

<p>Develop a research-engaged pedagogical approach at the school</p> <ul style="list-style-type: none"> • Introduce and implement the Walkthrus CPD programme • To formulate an agreed pedagogical approach at Woodlands Primary school • To improve teachers' knowledge and understanding of pedagogical approaches linked to cognitive science research • To develop reflective practice and professional discussion relating to pedagogy (ADAPT model) • To create a new Teaching and Learning policy, reflective of practice 	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of standardised diagnostic assessments</p> <ul style="list-style-type: none"> • Year 3 – 4: Maths and GPS • Year 5: Reading, Maths and GPS 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Standardised tests Assessing and Monitoring Pupil Progress</p>	<p>1, 3, 4</p>
<p>Develop a new pro-active model of CPD to improve teaching</p> <ul style="list-style-type: none"> • To develop a culture of proactive, self-driven personal development • To embrace new ideas and implement them in the classroom, taking risks where necessary • To reflect on research and trials and share personal learning • To develop ways of providing supportive and constructive feedback for improvement 	<p>Professional development should align with the needs of the school and be supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p>	<p>1, 2, 3, 4, 5</p>
<p>To embed inclusive practices across the school</p> <ul style="list-style-type: none"> • For all teaching staff to have a secure understanding of the mainstream core standards as a basis for quality first provision for all pupils • To develop expertise in key aspects of SEND 	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> • To ensure that the progress of children with SEND is closely tracked • Embed the Kent Inclusion Statement into our ethos and support all staff to confidently adhere to this. • Introduce and embed CATIE (County Wide Approach to Inclusive Education) 	EEF Education Evidence Guidance Reports Special Educational Needs in Mainstream Schools	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,041 (in addition to catch-up funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for identified pupils around the oral language, vocabulary and phonics in Reception, Year 1 and Year 2	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Education Evidence Teaching and Learning Toolkit One to one tuition	1, 2, 3, 4, 5
Promoting a love of reading with disengaged pupils	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. DfE Research evidence on reading for pleasure (2012)	1, 2, 3, 4, 5
Daily phonics catch up sessions led by class teacher	Carefully monitoring progress will ensure that phonics programmes are responsive and provide extra support where necessary. EEF Toolkit Strand Phonics	2
Additional maths teacher allowing for 4 groups in years 5 and 6 - groups organised to prioritise PP	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive	3

children according to learning needs	will increase as the number of pupils per teacher becomes smaller. EEF Education Evidence Teaching and Learning Toolkit Reducing class size	
Additional maths teacher used for targeted 1:1 support with pupils	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Education Evidence Teaching and Learning Toolkit One to one tuition	3

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

Budgeted cost: £58,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning and / or Forest School for all pupils (staggered across the year)	The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. EEF Education Evidence Teaching and Learning Toolkit Outdoor adventure learning	1
Extra-curricular opportunities provided	Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.	5, 6

	DfE Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018)	
Subsidising of school trips	<p>Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.</p> <p>DfE Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018)</p>	1, 5, 6
Music and sports lessons (including swimming for year 3 and 6)	<p>Some children receive music lessons or take part in externally run clubs such as taekwondo and football. All PP children in year 3 receive half-price swimming lessons during the year. Music, adventurous activities and sports skills can form the foundation of life-long interests, as well as address the health and obesity agendas in our society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Arts participation</p>	5, 6
Parent communication – more robust information from parents and children - two additional meetings with our PP parents	<p>We understand the importance of our parents feeling empowered and engaged in their child’s education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Parental engagement</p>	5, 6
Learning vouchers (PP100)	<p>To further empower and engage the parents of our PP children, we offer parents a learning voucher for up to</p>	5, 6

	<p>£100 to spend on the child's education.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Parental engagement</p>	
Breakfast and holiday clubs	<p>By offering before school clubs, it enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.</p>	5, 6
Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families	<p>Parental involvement is consistently associated with pupils' success at school.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Parental engagement</p>	5, 6
Milk purchased and made available to PP children at break times	<p>Helping our pupils be well-nourished and hydrated will benefit their capacity to stay alert and focused in their learning, which in turn will support their progress.</p>	4, 5, 6
Participation in Tonbridge Grammar School for Girls twilight enrichment programme to eligible pupils in Years 4 and 5	<p>These classes form part of the well-established HORIZONS programme which is open to girls and boys in Years 4 and 5, who are in receipt of the pupil premium grant or may be in care or are young carers themselves, and have the potential to sit the Kent Test for grammar schools in the future. The aim of these classes is to provide opportunities for eligible pupils to gain familiarisation of the skills required for the 11+ test and will include activities that support the development of higher level numeracy and problem-solving skills and higher level comprehension, literacy and verbal reasoning skills.</p>	1, 3, 4, 5, 6

Total budgeted cost: £149,021

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.

Desired outcome (A): Ensure our pupils return to school and have their individual and collective personal, social, mental health and emotional needs met effectively

Our PP champion, class teachers and teaching assistants all worked with this priority clear in their minds. We adapted our timetables and our curriculum to ensure we enabled pupils' emotional needs to be met. During lockdowns, our PP children were either in school or supported closely during remote learning. When they returned in March 2021, our PP champion worked solely initially on supporting and meeting our pupils' individual and collective personal, social, mental health and emotional needs. We adjusted our curriculum offering once more to free up more time for teachers to allow their children the necessary time to reflect, re-engage and recover as required. In many cases, this was successful. For a number of pupils, their needs will need to be monitored closely and nurtured carefully on an ongoing basis.

Desired outcome (B): Ensure our curriculum facilitates and supports the successful return of all our pupils, allowing them to fill lost gaps in learning and meet the expected standards once more

End of year data shows that gaps in attainment between disadvantaged children and others increased in most areas. We were not able to implement our targeted plans for closing gaps in learning until much later in the year than we had planned due to further bubble closures and lockdowns. More of our targeted time had to be used to bring the children back to a point of emotional and social readiness to learn. Many of our children returned and displayed concerning levels of confidence and a poor attitude towards school. We needed to address this first before academic objectives could be targeted. Once the academic support eventually started (as we had planned), there was insufficient time for this to have any impact on outcomes data.

Desired outcome (C): Pupils who have demonstrated a negative attitude towards English show definite signs of increasing motivation and enjoyment relating to the subject

As explained above, much of our PP champion's time this year has been focused on rebuilding pupils self-esteem and confidence in their own capabilities as learners. This was greatly affected for some children during lockdowns. Further work is required on

this into 2021-22. The one data outcome where attainment gaps narrowed was writing, so it could be concluded that this focus had some impact. However, the gap narrowed only very slightly and remains a very sizeable gap. Teacher feedback about the children suggested that attitudes had improved, but they were fully aware this needs to be maintained over the long term for meaningful progress to be made with our disadvantaged pupils.

Additional commentary:

In this unprecedented of years, it felt necessary to add some additional commentary on top of our typical review notes. The first thing to say is that the school's capacity to conduct robust and thorough monitoring in 2020-21 has been heavily affected by the pandemic. Classroom observations have had to be minimised, as well as pupil voice opportunities. This has meant that we have had to rely almost entirely on pupil data outcomes and feedback from staff. This has narrowed our perspective considerably and, consequently, the conclusions we draw on the impact of our Pupil Premium strategy for 2020-21 must bear this in mind. It has made analysis of the impact of some individual strategies almost impossible. However, the key headline from the year is very stark: disadvantaged pupils have suffered during this pandemic considerably more than others. The learning gaps that existed prior to the pandemic have (mostly) been exacerbated. Our planned response to the pandemic was disrupted with further bubble closures and lockdowns. This meant that our strategy had to adapt quickly as new challenges were presented. This section provides details on the changing strategy (and the reasons for this).

During terms 1 and 2, our focus was on seeing all PP children in the context of their classroom and also speaking to them all individually. Our PP champion's time was hindered in this period due to cover demands placed on him, which were all linked to the pandemic - this did not ease until term 3.

The PP champion and SLT established a high-priority target list and specified the areas in which support was most needed. We had intended that this targeted support would begin in term 3. We had narrowed down our list of children to between 3 and 5 per year group to increase our chances of having the most impact and reduce the prospects of spreading our support too thinly at this most challenging of times. It was decided that English was going to be the focus, as other support was already in place for Maths.

Then in term 3 and part of term 4, we were put into another lockdown and so the plans for in-school support were prevented from being realised. During this lockdown, our focus shifted to ensuring regular contact through phone calls to families identified by our PP champion and agreed with year group teams. This evolved as the lockdown went on and we were responsive to fluctuating needs as they surfaced. Between 50 and 60 families were getting weekly calls from our PP champion. The nature of these calls varied. Sometimes it was for a general catch-up, with others academic support was provided and for some families, IT support was needed. Laptops were provided to

every PP child, although some refused the offer as they were not deemed necessary. We also organised free SIM cards for some too, where this was required. One-to-one lessons were provided to some pupils, where engagement with remote learning was poor and many children responded very well to this. Parents on the whole were very appreciative of this support and we received good feedback from year group teams for the support that was offered. Notes from phone calls were always provided to year groups, so that communication and support was transparent. Paper packs were provided to some children where this was requested and these were tailored for individual children's need; they were delivered by TAs.

On the pupils' return in term 4, we made the decision to allow them to stay in class as much as possible to offer them the chance to settle back in and establish a sense of consistency and routine once more. We did though offer and provide pastoral and emotional support in those weeks before the Easter break.

In terms 5 and 6, our PP champion could finally commence the plan that had been set-up before Christmas. This involved a two-week rolling timetable for 21 children across the school. He saw each of the selected children once a fortnight for English lessons. For these sessions, he took children out for the lesson and taught what would have been taught in class. This allowed the children not to miss out on learning their class were accessing, it kept them in line with the sequence of learning, but, importantly, it gave them the chance to work one-to-one for a sustained period.

In alternate weeks, our PP champion would see those who he had not seen in the English lesson in the afternoons for general nurture / pastoral catch-ups and lots of reading time together. Certain children have needed a lot of talking time. The impact we have most keenly identified is in terms of how these see school. Much of the time, he had been battling against pupils' negativity towards school. As the end of year data shows, our PP children have fallen further behind their non-PP peers and it presents a very concerning picture for the school. However, it is clear that the impact of the pandemic on disadvantaged children would never have been resolved in two terms. It is going to be a long-term effort to reverse the impact that it is had on their learning.

Externally provided programmes

Programme	Provider
Lexia Core 5 Reading	Lexia UK
Comparative Judgement	No More Marking
Read, Write Inc. Phonics and Spelling	Read, Write Inc.
Oxford Owl	Oxford University Press
Toe-by-Toe	Toe-by-Toe

Times Table Rockstars and Numbots	Maths Circle Ltd
My Maths	Oxford University Press
Power of 2	123 Learning
White Rose Maths	White Rose Maths
Jigsaw PSHE Curriculum	Jan Lever Group

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.