

**Bridport St. Mary's Pupil Premium Strategy**

**2023-2025**

**(Updated September 2023)**



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	St. Mary's Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	K Batorska
Pupil premium lead	SJ Samuel
Governor / Trustee lead	Michelle Sage

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	75,660 (23-24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0















# Part A: Pupil premium strategy plan

## Statement of intent

### School context

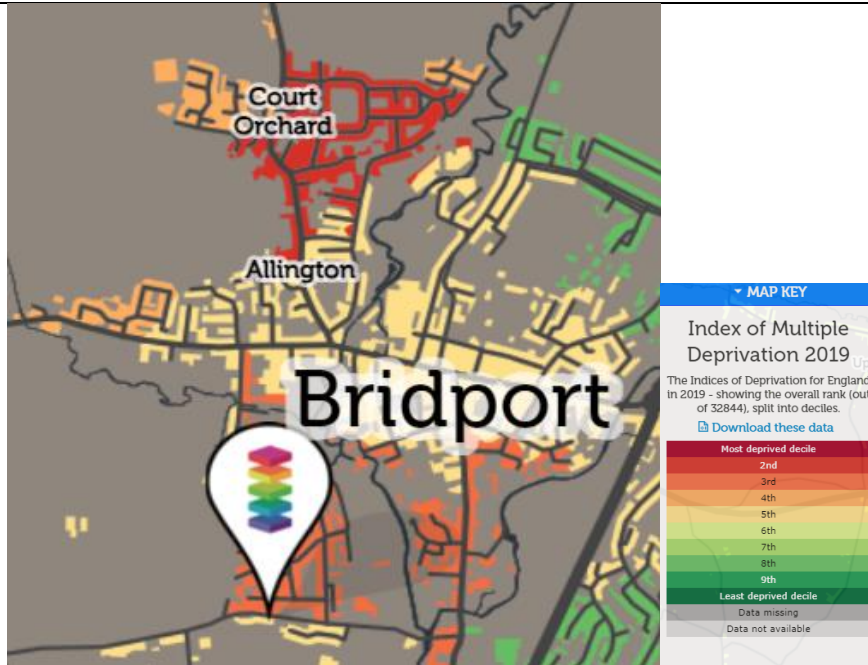
When making decisions about using the Pupil Premium funding it is important to consider the context of the school and the subsequent barriers faced alongside the research conducted by the EEF [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1000/18000001/Pupil_Premium_Guide_Apr_2022_1.0.pdf)

At Bridport St. Mary's we aim to support our disadvantaged pupils overcome the barriers to learning that apply to individual or groups of families; a one-size fits all approach is unhelpful when looking to prevent disadvantage from impacting on learning as all children experiencing disadvantage need support in different ways.

#### Principles:

- We ensure that teaching and learning opportunities meet the needs of our pupils who access the PPF whatever their educational starting point
- We ensure that appropriate provision is made for pupils, who are considered to be disadvantaged, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognised that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any child or group of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be used to support children where support is needed- this will not be the same for all pupils.

### [Demography and school context](#)



(<https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTTFPT/14/-2.7549/50.7255/>)

Demography and school context

St Mary's serves two areas of the town, Court Orchard and Skilling, which sit within the top 20% and 30% (6009 and 7349 out of 32,844 respectively) of most deprived neighbourhoods in the country.

Our children entitled to pupil premium funding at St. Mary's :

% total of the school:	29% <b>(September 23)</b>
Number of children with combined PP and SEN need:	75% of pupils with PP funding have SEND
PP children with EHCP	32% of pupils with PP funding have an EHCP

*9% of St. Mary's pupils have an EHCP and PP funding*

*20% of St. Mary's pupils have SEND and PP funding*

## Ultimate objectives for our pupils facing disadvantage:

<b>At the end of Year 6, St. Mary's pupils...</b>	How we ensure this happens:
are emotionally literate, community minded and kind to others	<p>Our Christian ethos and our underpinning values support and enable the children to flourish          ECO-Club, STAR club, Well-being ambassadors help raise aspiration through leadership opportunities.</p> <p>National and international events are acknowledged          Community/local events are attended and celebrated which fosters a sense of belonging          Our Heart smart PSHE curriculum / Our work on spirituality          Behaviour and anti-bullying policies in place</p>
are mentally healthy and emotionally regulated to attend school	<p>We teach mental health through many different areas of the curriculum- PSHE, English, PE, music          Alongside our curriculum opportunities pupils have access to:</p> <p>EISA work/ ABA work/ lay therapy/counselling/ Early help liaison and family work/ EBSA support in place/ Music therapy/forest school</p>
read fluently and with understanding	<p>Whole Class, group reading and 1:1 reading          Initio Trust Reading Strategy</p> <p>Progress meetings /Half-termly reading assessments          Systematic phonics teaching through RWI – 1:1 tutoring and Fresh start interventions</p>
have a love of language and a growing vocabulary	<p>Specific whole class teaching of vocabulary supported by word wheels and subject specific teaching          Modelled vocabulary from adults to pupils          Alex Quigley 'Closing the Vocabulary Gap'</p>
write well with consideration of purpose and audience	<p>Talk for Writing strategies used consistently throughout the school          Real-life opportunities for writing are included with audience and purpose          Editing is taught discretely and skills are applied          RWI spelling used throughout</p>

are experts in using numbers and mathematical vocabulary and can apply their knowledge to their everyday lives	<b>Maths mastery approached followed- episodic lesson structures supported with concrete, pictorial and real-life representations.</b> <b>-Mastering Number Ks1 and Ks2 supported by Maths Hub work</b> <b>-Pre-teach programme for supporting with maths subject knowledge and confidence</b>
see themselves as learners; they understand how they learn best	<b>-A metacognitive approach to learning – You cubed resources – Retrieval practice</b> <b>Effrat Furst Learning models,Walk Thru work Tom Sherrington.</b>
have had a rich and engaging curriculum experiences which prepare them for secondary school and beyond	<b>Planned for opportunities to enrich the curriculum</b> <b>Wow days/ express events/ trips linked to each aspect of the curriculum-building into vocabulary tuition/ inference and writing opportunities</b> <b>Opportunities are developed for experiencing life beyond the local area</b> <b>Citizenship opportunities bringing a sense of citizenship beyond the local area to the whole UK- embodying British values</b>

#### **Achieving these objectives:**

The range of provision the school will consider making for this group include and would not be limited to:

- High-quality teaching is at the heart of the provision for children with disadvantage. Dedicated time with the teacher along with access to extra support is provided where it is needed to ensure children reach age-related expectations or make significant progress from their starting points
- A focus on high quality teaching with the support of evidenced based interventions and support within the classroom are used to teach those children needing support to reach age-related expectations.
- Where it is needed, ELSA/ behavioural and mental health support will be included as part of the provision for children accessing pupil premium thus allowing the children to access their education without anxiety
- Where specific social and emotional needs have been identified as a barrier, a plan will be put in place to support children to feel included and supported with their learning as well as developing the skills needed to work alongside their peers
- Where there is a combined need such as SEN/ECHP careful consideration of provision is taken, and outside agencies are involved if needed.
- Tutors are used to support, and aid catch up for disadvantaged pupils

- Additional teaching and learning opportunities provided by trained TAs will be with evidence-based interventions such as precision teaching for those who need it
- Transition for pupils within school from Nursery to Reception, Year 2 to Year 3 and from Year 6 to Year 7 will be carefully planned for. Any transitions between year groups will all be carefully managed. Enhanced by local authority project Y5-7 west locality transition project.
- Experiences, visits and trips will be included to allow children to enhance and develop their cultural capital
- Extension and enhancement opportunities will be provided for children receiving pupil premium funding
- Payments will be made so disadvantaged children can access school trips/visits and cultural capital opportunities
- Uniform will be subsidised
- Access to experiences and enhancements to the curriculum will be provided for those children who are receiving PP funding and are aiming for greater depth

## Challenges

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

Challenge number	Detail of challenge
1	It has been identified by nursery practitioners, speech and language therapists and parents that vocabulary, language and communication skills are often behind age-related expectations, particularly when children start at St. Mary's. Although this can be for a variety of different reasons, it is significant to the progress of our pupils. 17% of the children who access PP funding were at age related expectations for speech when entering Reception in 2023.
2	Attainment of our disadvantaged pupils can be impacted by the children's pre-school experience. There are at least 7 nursery schools which feed into our EYFS environment. Although in 2023-24, all children attended a pre-school environment, this is not always the case. In 2022-23, 13% of the children who receive PPF had never been to a pre-school setting.
3	Wider experiences beyond the local area were impacted by the pandemic but living in a rural setting with fewer transport links can also impact the range of cultural experiences some of our children may experience. Due to a variety of reasons such transport, mental and physical illness and financial concerns, many of our children with PP access do not have the same cultural opportunities as some of their peers.

4	Where there is a combined need, such as special educational needs or support from family services/early help, in addition to the pupil premium funding there can be additional barriers to academic achievement which need addressing to ensure success. 75% of our pupils with access to PP funding also are SEND.
5	Our attendance data 2022-23 shows that 59% of our disadvantaged students have attendance that was above 95%, with 26% at 90-95%. More needs to be done to support our pupils with their attendance and the causes rather than the symptoms of poor attendance need investigating so the best individual support can be provided.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 31% of our pupils with PPF entitlement currently require some form of additional support for their social and emotional needs.
8	Although we have 30% of our school population accessing pupil premium funding, we know that we have additional pupils who may be at a social disadvantage financially. There are at least 24 other pupils who could be considered as disadvantaged which takes our percentage to 41%.

## 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
<p><b>-The curriculum is accessible so our pupils facing disadvantage are happy to attend school. Attendance for disadvantaged pupils is improving.</b></p> <p>- 2.1 High quality teaching, with appropriate scaffolds and challenge, enables all children, including those with SEND and in receipt of Pupil premium, to flourish CPD and ongoing support, with Initio to develop key principles of teaching (Rosenshine Principles and Tom Sherrington Walk Thrus approach). All staff to engage in coaching and mentoring through Initio Developmental dialogue tool Continued implantation of the scaffolding pyramid The impact of school improvement foci on children in receipt of pupil premium is regularly reviewed and steps taken where impact is not as expected (with a particular focus on pupils with combined needs)</p>	<p>Continued improvement in attendance with the number of children with PPF attendance at 95%+ increasing.</p> <p>Children are happy in their learning- they are achieving well in their well-being surveys/ABA surveys and parental questionnaires suggest that children are happy in school</p>



Training in specific areas of SEND, leads to improved provision and progress for pupils

**Our pupils, who have access to pupil premium funding, have an expanding vocabulary allowing them to access the curriculum and reading for pleasure. The children are specifically taught the key vocabulary needed. Improving use of standard English when writing is evident in our children’s writing.**

**A clear focus on vocabulary instruction that enables pupils to transfer this learning in their spoken and written work**

**SPAG:** KS2 and 1 results show punctuation and grammar as an area of concern for children with access to PP funding.

Daily evidence:

- All pupils in receipt of PPF funding are taught vocabulary explicitly- where new reading is completed- children explore and share new definitions.
- Vocabulary and standard english is modelled with pupils- all staff model vocabulary and kindly correct by repeating requests back correctly.
- PPF children can use and explain the vocabulary on their word wheels and able to use these to prompt them in class.

Summative evidence:

Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS with a particular focus on non-SEND pupils.

The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.

Formal opportunities to practice grammar and punctuation are provided in addition to teaching grammar in the context of talk for writing. The children with Pupil Premium funding.

Following the RWI spelling scheme - A targeted group of Year 3 and 4 PPF pupils target with smaller group spelling intervention.

<p><b>Our pupils receiving PPF are numerically fluent and can achieve their potential</b></p> <p>Yr 4/5 teachers attend and implement the new mastering number KS2 program in Year 4 and 5 – sharing resources and good practice with Yr 3 and 6 teachers.</p> <p>Maths leads attend the Sustaining mastery program and implement the maths lead action plan - including use of maths back packs to support recall and application of key knowledge</p>	<p><b>Daily evidence:</b> Maths hub training attended</p> <p>Improved fluency in tables, measured through half termly checks.</p> <p><i>Efficient, accurate recall of key number facts and procedures enables pupils to move between different contexts and representations of mathematics, recognising relationships, making connections, and choosing appropriate methods and strategies to solve problems.</i></p> <p>Improved application of knowledge when solving problems – evidenced through book looks and standardised assessments.</p> <p><b>Summative evidence:</b> Pupils receiving PPF, who do not have SEND, will do at least as well as their non-PP funded peers. Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS. The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.</p>
<p><b>PP children experience a fully-rounded curriculum which reflects and represents the reality of our world around us.</b></p> <p>Cultural capital and experience will enhance children’s writing and reading and will help them achieve the age-related expectations in reading and writing</p> <p><b>Foundation Subjects:</b> Implementing and measuring the impact or reviewed progressions. Where areas of weakness are identified, support is given to address these</p> <p><b>INTENDED AIM:</b> Children retain key knowledge in each subject area</p>	<p><b>Daily evidence:</b> Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had. Sequences of teaching align with intended coverage from subject progressions.</p> <p>Lesson objectives shared with pupils clearly link to the progressions of key knowledge.</p> <p>Pupils are clear what the driving subject is for the lesson.</p> <p>Any identified gaps in sequences are addressed and plans (and knowledge organisers) are amended accordingly.</p> <p>Books demonstrate high expectations are in place for progress, including pupil’s presentation of their work. Any concerns are identified – with improvements evident.</p> <p>Key areas for retrieval practice are identified and revisited through retrieval activities</p>

	<p>Hot tasks and express events demonstrate clear progress from starting points.</p> <p>Pupil interviews show good retention of key knowledge across all subjects both for current and previous units of work.</p> <p><b>Summative evidence:</b></p> <p>Pupils receiving PPF, who do not have SEND, will do at least as well as their non-PP funded peers. Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS.</p> <p>The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.</p>
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## Activity in this academic year (2023-2024)

This details below explain 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: £ 44,360

Activity	How the needs of pupils accessing PPF are considered	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued CPD around Phonics training and support for expert reading team</i></p> <p><i>Implementation of Reading Strategy from the Trust</i></p> <p><i>(subscription and training cost implications from RWI specialists)</i></p> <p><i>£7,000 RWI</i></p>	<p><i>By completing half termly assessments we can prioritise teachers to teach groups with most need, assign coaching by the hub to the groups with most need and assign 1:1 tutoring alongside the phonics teaching.</i></p>	<p>The updated 2023 Reading Framework stresses the importance of a synthetic phonics teaching strategy.</p> <p>RWI is on the DFE list of recommended providers</p> <p>The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	1,2, 3, 4,6 and 8
<p><i>Improving <b>fluency</b> and comprehension</i></p>	<p><i>Through target setting and assessments- tutoring and 1:1 reading is</i></p>	<p>The reading framework highlights the key principals behind talk for Reading within the paper</p>	1,2,3,4,6 and 8

<p><i>through Teaching and assessment of reading: Talk for Reading implementation from Year 2- KS2 (continued training and support 1,000)</i></p>	<p><i>prioritised for children with PPF.</i></p>	<p>Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	
<p><i>Reknrek project/ Mastering number NCTEM continued (training and support from specialist maths teacher CPD £1000)</i></p>	<p><i>Number fact data is analysed and coaching is targeted to support. Pre-teach sessions are targeted at children receiving PPF and run by the teacher.</i></p>	<p>NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance</p>	<p>1,2,3,4,6 and 8</p>
<p><i>RWI spelling scheme (subscription costs and books)</i></p>	<p><i>Provision is tailored and adapted to support children who access PPF.</i></p>	<p>English Research review Ofsted</p>	<p>1, 4,6 and 8</p>
<p><i>Continued implementation of the St.</i></p>	<p><i>Ensuring WOW events and real-life examples bring learning to life for children with PPF. Homework support</i></p>	<p>Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.</p>	<p>123456 and 8</p>

<i>Mary's curriculum (cornerstones subscription costs) £460</i>	<i>materials available where needed.</i>		
<i>Science-enhanced science curriculum implementation (500)</i>	<i>Science after school club requested will include and fund places for children accessing PPF.</i>	Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools The 10 key issues with children's learning in Primary science England Manchester Science learning partnership	135678
<i>Heart Smart introduction for the RHE/SMSC curriculum (1,000)</i>	<i>Children who access PPF benefit from Labyrinth days that are experiential, hands-on days for children to develop morally, socially and culturally.</i>	EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'	12345678
<i>Continued development 'No Outsider' programme (400)</i>	<i>Cultural awareness and development- staff aware of children with limited awareness and developing extra educational opportunities to support this.</i>	CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson	3,5678
<i>Emotional coaching/ STEPs</i>	<i>Teachers and TAs support behaviour and social and emotional</i>	PACE- Dan Hughes Louise Bomber	12345678

<i>behaviour management (EP costs £1000)</i>	<i>learning of children who access PPF.</i>	Relational practice networks	
<i>High quality whole class teaching and scaffolding CPD and support (Out of class SENCO support 1:1 in classes and Specialist teacher support 2,000)</i>	<i>Benefit and target children with PPF by ensuring the teachers target these pupils to elicit their understanding in lessons.</i>  <i>Targeting pupils with PPF funding for pupil voice about their learning</i>	Scaffolding CPD and support from SENCO/Specialist hub teacher CPD and support from outside agencies Walk thru/ Rosenshine work supported by the trust	12345
<i>Increased staff support to support children with SEND and PPF (Best teachers/TAs impacting change for PPF ) (23,955)</i>		Page 3 of Ofsted report on spending PP funding successfully (Feb 2013) Report on the deployment and impact of support staff project of teaching asisstants- 44-46 EEF – making effective use of teaching assistants	1234567

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

Budgeted cost: £ 16,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring to be used for tutoring for the children with PPF Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678
<i>funding to be used to access national tutoring partnership</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345
<i>Learning by Questions Online (£200)</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	134and 6
<i>1:1 coaching in phonics (1:1 30 minutes daily of 4 TAs time 6 children) 1:1 (£1000 a half term) 6000 a year</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678
<i>Numbers count/1:1 coaching for maths 1080</i>	Target those pupils not achieving age-related expectations in Key stage 1	14 5 6 8
<i>First class @ Number (£820 per term)</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8
<i>6Talk for number (340 per term)</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8



<i>Success @ Arithmetic</i> (£1050 per term)	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8
<i>First class @ writing</i> (£835 per term)	Target those pupils not achieving age-related expectations in Key stage 2 Year 3 and 4	1 4 5 6 8

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

Budgeted cost: £ 21,080 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support</i> <i>1:1 behaviour support</i> (£6000)	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678
<i>Play therapy</i> <i>Play therapist (Morning session weekly)</i> 2000	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.	12345678
<i>Anxiety/ASC support groups</i> 1080	<p>A qualitative study of ELSAs' and children's experiences of the ELSA programme.  Researcher: Sharon McEwen  Contact: <a href="mailto:Sharon.McEwen@rctcbc.gov.uk">Sharon.McEwen@rctcbc.gov.uk</a></p> <p>Number of research documents by EPs completed on the benefits of ELSA on attainment</p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Project:  What is the impact of an ELSA Project on support assistants' and children's self-efficacy beliefs?  Researcher: Dr Laura Grahamslaw</p>	12345678

<i>Counselling (weekly sessions)3000</i>	Research paper from university of Exeter and Cambridge on longer-term effects of school-based counselling in UK Primary schools Place2be.org	12345678
<i>After school clubs/Trip contributions 2,000</i>	Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to <a href="#">our new working paper</a> published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap	12345678
<i>Books for New library/Cataloguing system Development of new library and reading community (4,000)</i>	Books selected by children with PPF to encourage, promote and further enhance their love of reading  Promoting space for parents and children to enjoy books.  Reading Framework 2023	12345
<i>Jumpers, uniform, book bag contributions Food bank top ups (1,000)</i>	An updated practical guide to the pupil premium Marc Rowland -Barriers – to attendance	5, 7
<i>Music Therapy (1,000)</i>	2019 Music Therapy 's Role in the Education System Madison Riley University of Southern Indiana, mnriley2@eagles.usi.edu Tori L. Colson University of Southern Indiana, tshoulders@usi.edu Moriah Smothers University of Southern Indiana, mjsmothers@usi.ed	12345678
<i>Forest School project (1,000)</i>	Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of <b>confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.</b>	12345678

























## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Review notes for the previous academic year 2022-23 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact notes/next steps
<i>Continued CPD of Phonics training and support for expert reading team (subscription and training cost implications from RWI specialists)</i>	The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy. RWI is on the DFE list of recommended providers The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.	1,2, 3, 4,6 and 8	73% of Y1 cohort passed the phonics check (57% of the class are SEND. At the time of the mocks, 40% passed. 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. 70% of the PP children passed the phonics check. 1:1 phonics tutoring, extra sessions, support from the online video portal for RWI supported the children to achieve this score.  Children with PPF who had 1:1 tutoring RWI 48% of children with PPF access RWI tutoring 1:1
<i>Improving fluency and comprehension through Teaching and assessment of reading: Talk for Reading implementation from Year 2-KS2 (continued training and support)</i>	The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and	1,2,3,4,6 and 8	<u>Targets from assessment</u> Pupils' with PPF targets for reading <u>Year 2 (9)</u> 11% comprehension 33% fluency

	decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.		<u>Year 3 (6)</u> 33% comprehension 50% fluency Year 4 (10) 60%-fluency 60% comprehension Year 5 Year 6 (5)- 33% comprehension 67% fluency  -New Talk for reading and specific foci have improved consistency across Year groups -Pupil voice shows that children are aware of fluency -Reading aloud- disciplinary reading beginning children able to identify where reading for learning has taken place-opportunities for reading aloud in all subjects aim.
<i>Rekenrek project NCTEM continued (training and support)</i>	NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance	1,2,3,4,6 and 8	-Mathematics results for ARE an improving picture from teacher assessments
<i>RWI spelling scheme (subscription costs and books)</i>	English Research review Ofsted	1, 4,6 and 8	-Pupils enjoying new scheme- "wish we had started it earlier" one child said. Impact from spelling summer GAPs
<i>Continued implementation of the St. Mary's curriculum</i>	Curriculum progression to be solidified and improved across all individual subjects in	123456 and 8	-Topic book looks and pupil with voice show children with PPF are engaged in the

<i>(cornerstones subscription costs)</i>	conjunction with the subject leads.		curriculum and can share knowledge of their topics. School trips and concrete experiences within topic lessons make lessons memorable for children with PPF. Continued work on solidifying the cultural capital across the trust ensuring equality of experience for all.
<i>Science-enhanced science curriculum implementation</i>	Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools The 10 key issues with children's learning in Primary science England Manchester Science learning partnership	135678	Pupil voice and book look impact statements:  Pupil voice- children know about the skills needed in science- they understand the new systems for teaching science.  Use of floor books ensures that children are accessing science despite struggles in literacy where they exist.
<i>Heart Smart introduction for the RHE/SMSC curriculum (subscription costs)</i>	EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'	12345678	PP children spoken to were able to talk about their learning in Heartsmart and were able to relate to their own relationships in school.  Reduction in bullying incidents and negative reflections on bullying behaviour in all areas.



<p><i>Well-being and metacognition strategies used to support curriculum</i></p>	<p>EEF toolkit on Metacognition Heart Smart- ELSA NHS social prescribing of supporting with anxiety DFE well-being lead teacher training package</p>	<p>12345678</p>	<p>Well-being survey results awaiting</p> <p>Data in the antibullying survey for children with PPF fell in all categories apart from internet safety which saw a small rise. (see June 23 antibullying and wellbeing results below) Sleep, happiness and Calmness all improved.</p>
<p><i>Introduction of the 'No Outsider' programme suite of books (Subscription)</i></p>	<p>CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson</p>	<p>3,5678</p>	<p>Pupil voice- shows children were able to talk about the books and could relate the themes of the books to lessons on racism. More unpicking of terminology needed and focus on concrete experiences in lessons beyond discussion.</p>
<p><i>Emotional coaching/ STEPs behaviour management (EP costs for training)</i></p>	<p>PACE- Dan Hughes Louise Bomber</p>	<p>12345678</p>	<p>Ongoing support of the ELSA team, therapeutic thinking training and 5 to thrive enables children to be emotionally ready to learn. -SIAMs report identified the strength of relationships and support for pupils available.</p>

	<p><b>PP pupils Anti-bullying data</b></p>
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	Dec 22	June 23
I am hit, pushed and kicked by other pupils a bit, a lot or always	38% 20 a lot or always	37 2%
I am called mean names by other pupils a bit, a lot or always	40 13% a lot or always	20 6
Stop me joining in a bit, a lot or always	68% 20 a lot or always	55 8
People are mean to me online	23% 10 a lot or always	37 4 a lot 0 always

	FSM	
	Dec 22	June 23
I am never happy	3	0
I worry a lot (always/a lot)	33	33
I never sleep well	35	18
I am never calm	18	6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
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<i>Tutoring to be used for tutoring for the PP children in Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678	New online questions-based resource supported all pupils in the run-up to SATs learning by question - LBQs <a href="http://www.lbq.org">www.lbq.org</a>
<i>funding to be used to access national tutoring partnership</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	34% of the children with PPF received tutoring this year in Year 6 34% accessing the flash academy resources to support with EAL 1:1 phonics tutoring delivered daily.
<i>Flash Academy online intervention (EAL/SEN children)</i>	EEF toolkit additional high-quality tutoring	12345678	Y6 pupils continue to access the flash academy alongside the RWI tutoring and support from volunteers.
<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678	Tutoring support continuing for bottom 20% 43% of children with PPF have had additional support with phonics- RWI 73% of children with PPF have had some additional support with either phonics or reading
<i>Numbers count</i>	Target those pupils not achieving age-related expectations in Key stage 1	14 5 6 8	Find out totals 30% of children with PPF received numbers count teaching in 2022-23
<i>First class @ Number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but still working below

<i>6Talk for number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but still working below
<i>Success @ Arithmetic</i>	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8	Progress made towards Age related expectations but still working below

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

Budgeted cost: £ 30,000 (estimated)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2022-23</b>
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678	Well-being survey analysis Our June 2023 data shows an improvement in all areas of the wellbeing survey for our pupils with PPF. The area for concern is worry with 36% of pupils saying that they worry a bit. We have talked a lot about how some worry is normal. Concerns about people being mean online was up 1% but the number saying they are bothered a lot or always was down 8%.  37% of our PP children have received ELSA support this year.
<i>Play therapy</i>	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.	12345678	Data for year: 80% of the play therapy places for this year were given to children with PPF.

<i>Anxiety/ASC support groups</i>	Number of research documents by EPs completed on the benefits of ELSA on attainment	12345678	Social and Therapeutic horticulture practitioner 2 places for PPF
<i>counselling</i>	Research paper from university of Exeter and Cambridge on longer-term effects of school-based counselling in UK Primary schools Place2be.org	12345678	67% of pupils attending counselling were in receipt of PPF
<i>After school clubs</i>	Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to <u>our new working paper</u> published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap	12345678	Data for after school clubs 52% of our children with PPF accessed an after school club this year.

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Review- what happened? What was the impact?</b>	<b>Next steps- ideas for the next plan</b>
<i>Vocabulary development will enable the children to achieve the age-related expectations or make significant progress from their starting points.</i>	Achieve above national average progress scores in KS1 and KS2 reading, Phonics, writing and maths	<b>PP Data:</b> -67% of Y1 PP children achieved the expected standards in phonics <b>Y2</b> % of PP achieving expected standard in R,W,M and SPAG <b>67(22)</b> <b>44(0)</b>	<b><u>From our pupil interviews and learning observations we know that:</u></b> -Teachers are teaching and sharing vocabulary in all areas of the curriculum through word wheels/knowledge organisers. -Images have been added to word wheels to prompt children to remember

		<p><b>44 (11)</b>  <b>55(11)</b>  <u>Y6</u>  &amp; of PP Achieving the expected standard in RWM and SPAG</p> <p><b>70 (10)</b>  <b>60 (0)</b>  <b>70 (10)</b>  <b>70 (10)</b></p>	<p>word meanings  -Children can explain word wheels, how they work and how their teacher uses them</p> <p><b><u>Targets for development (next action plan)</u></b>  -spelling the words on the word wheel correctly  (ks2 children were more successful at this)  -Retention and progression of key vocabulary across the school to be embedded  this year  -Measure of vocabulary for our PP children -impact?</p>
<p>ELSA support/Mental health and well-being support and use of Heart Smart will allow children to access a just right state for learning meaning that children will achieve the age-related expectations in R Wand M</p>	<p>Children are happy in their learning- they are achieving well in their well-being surveys and parental questionnaires suggest that children are happy in school</p>	<p>Happy at school:  Parent survey data: 4.57 out of 5 strongly agree (58 parents surveyed)  Happy at school:  Anti-Bullying alliance survey data:  Always: 21%  A lot 30%  A bit 40%  Never 10%</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>Well-being ambassador/anti-bullying alliance work to continue next year.  Lunch time review- staff  JLT feedback shows they feel Wellbeing Ambassadors have made a positive impact – they identify specific examples and felt that their contribution to collective worship has really helped develop children’s understanding of strategies and support.</p> <p><b><u>Targets for development:</u></b>  -Continue to measure impact of Heart Smart</p>

			-School improvement plan child speak target- children know the 'Heart smart hi-five'
Resilience and metacognitive strategies enhance pupils learning experience and enable them to achieve the age-related expectations in RWM.	Achieve above national average for progress in RWM.	<p>Combined scores: KS1 (TA): 53% (W,R and M) 6% GDS in WRM</p> <p>KS2:</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-The values are embedded and children see the benefits and importance of endurance</li> <li>and enduring to learn new skills</li> <li>-Maths you cubed repetition enables children to recognise the importance of making mistakes</li> <li>-Children are able to talk about the learning pit in simple terms</li> </ul> <p><b><u>Targets for development:</u></b></p> <p>Consider changing target to compare data to other similar schools rather than national?? Deprivation index? Or progress from starting points?</p> <ul style="list-style-type: none"> <li>-More understanding of the learning pit and what it means</li> </ul>
<p>Cultural capital and experience will enhance children's writing and reading and will help them achieve the age-related expectations in reading and writing</p> <p>Children will enjoy their fully rounded curriculum.</p>	<p>Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had.</p> <p>The children achieve above the national average in their progress scores for reading and writing.</p> <p>The attendance of disadvantaged children will be above 95%</p>	<p>Covid absence and an outbreak of chicken pox that has affected all classes has impacted overall attendance this year significantly. For the first half of the year attendance was broadly in line with national data collected by FFT. Over last half term this dropped due to impact of absence for chicken pox.</p> <p>figures from sep to may half term for PP to be: R 89.29</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-The children are able to talk about the topics they have been taught</li> <li>-KS1 were able answer specific knowledge related questions</li> <li>-Ks2 were able to talk generally about their topics but found answering specific knowledge-based questions difficult- they explained what they meant</li> <li>but could not bring to mind the specific vocabulary</li> </ul>

		<p>1 92.44  2 91.22  3 91.21  4 91.44  5 92.9  6 93.73  Overall PP 91.67</p>	<p><b><u>Targets for development:</u></b>  -Retaining language and knowledge – more opportunities to retain and recall knowledge  From previous year groups.  Website and subject progressions to be trialled next year- 2022-23  23-24 hone curriculum and refine after next year.  Vocabulary training/ support for staff – looking into best ways to link spelling and reading  to vocabulary teaching. Measuring the impact of the changes.</p>
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## Review of the 2019-22 (3 year strategy) pupil premium strategy How did we do?

Intended outcome	Success criteria	Review- what happened? What was the impact?	Next steps- ideas for the next plan
<i>Vocabulary development will enable the children to achieve the age-related expectations or make significant progress from their starting points.</i>	Achieve above national average progress scores in KS1 and KS2 reading, Phonics, writing and maths	<p><b>PP Data:</b></p> <p>-67% of Y1 PPF children achieved the expected standards in phonics</p> <p><b>Y2</b></p> <p>% of PPF achieving expected standard in R,W,M and SPAG</p> <p><b>67(22)</b></p> <p><b>44(0)</b></p> <p><b>44 (11)</b></p> <p><b>55(11)</b></p> <p><b>Y6</b></p> <p>&amp; of PP Achieving the expected standard in RWM and SPAG</p> <p><b>70 (10)</b></p> <p><b>60 (0)</b></p> <p><b>70 (10)</b></p> <p><b>70 (10)</b></p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-Teachers are teaching and sharing vocabulary in all areas of the curriculum through word wheels/knowledge organisers.</li> <li>-Images have been added to word wheels to prompt children to remember word meanings</li> <li>-Children can explain word wheels, how they work and how their teacher uses them</li> </ul> <p><b><u>Targets for development (next action plan)</u></b></p> <ul style="list-style-type: none"> <li>-spelling the words on the word wheel correctly (ks2 children were more successful at this)</li> <li>-Retention and progression of key vocabulary across the school to be embedded this year</li> <li>-Measure of vocabulary for our PP children -impact?</li> </ul>
ELSA support/Mental health and well-being support and use of Heart Smart will allow children	Children are happy in their learning- they are achieving well in their well-being	<p>Happy at school:</p> <p><b>Parent survey data: 4.57 out of 5 strongly agree (58 parents surveyed)</b></p> <p><b>Happy at school:</b></p> <p><b>Anti-Bullying alliance survey data:</b></p> <p><b>Always: 21%</b></p> <p><b>A lot 30%</b></p> <p><b>A bit 40%</b></p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>Well-being ambassador/anti-bullying alliance work to continue next year.</p> <p>Lunch time review- staff</p> <p>JLT feedback shows they feel Wellbeing Ambassadors have made a positive impact – they identify specific examples and felt that their contribution to collective worship has really helped develop children's understanding of strategies and support.</p>

to access a just right state for learning meaning that children will achieve the age-related expectations in R Wand M	surveys and parental questionnaires suggest that children are happy in school	<b>Never 10%</b>	<b><u>Targets for development:</u></b> -Continue to measure impact of Heart Smart -School improvement plan child speak target- children know the 'Heart smart hi-five'
Resilience and metacognitive strategies enhance pupils learning experience and enable them to achieve the age-related expectations in RWM.	Achieve above national average for progress in R W M.	FFT Aspire data for y6: RWM expected standard (FSM6) 50%  Reading/GAPS/Maths Average scaled score 99.6% for disadvantaged -2.7 progress score	<b><u>From our pupil interviews and learning observations we know that:</u></b> -The values are embedded and children see the benefits and importance of endurance and enduring to learn new skills -Maths you cubed repetition enables children to recognise the importance of making mistakes -Children are able to talk about the learning pit in simple terms <b><u>Targets for development:</u></b> Consider changing target to compare data to other similar schools rather than national?? Deprivation index? Or progress from starting points? -More understanding of the learning pit and what it means
Cultural capital and experience will enhance children's writing and reading and will help them achieve the age-related expectations in reading and writing Children will enjoy their fully rounded curriculum.	Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had. The children achieve above the national average in their progress	Covid absence and an outbreak of chicken pox that has affected all classes has impacted overall attendance this year significantly. For the first half of the year attendance was broadly in line with national data collected by FFT. Over last half term this dropped due to impact of absence for chicken pox. figures from sep to may half term for PP to be: R 89.29 1 92.44 2 91.22 3 91.21 4 91.44 5 92.9 6 93.73 Overall PP 91.67	<b><u>From our pupil interviews and learning observations we know that:</u></b> -The children are able to talk about the topics they have been taught -KS1 were able answer specific knowledge related questions -KS2 were able to talk generally about their topics but found answering specific knowledge-based questions difficult- they explained what they meant but could not bring to mind the specific vocabulary <b><u>Targets for development:</u></b> -Retaining language and knowledge – more opportunities to retain and recall knowledge From previous year groups. Website and subject progressions to be trialled next year- 2022-23 23-24 hone curriculum and refine after next year. Vocabulary training/ support for staff – looking into best ways to link spelling and reading to vocabulary teaching. Measuring the impact of the changes.

	<p>scores for reading and writing.</p> <p>The attendance of disadvantaged children will be above 95%</p>		
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**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022

<p><i>Phonics training for all staff including TAs and KS2 staff (£3,000)</i></p>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy. The EEF toolkit mirrors this view point. RWI is on the list of recommended providers The English Hub through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	<p>1,2 and 3</p>	<p><b><u>From our pupil interviews/data and learning observations we know that:</u></b> -RWI training for all teachers and TAs took place in January 2022 Phonics scores up from 74% in 2019 to 83% in June 2022 (cohort with lower SEN than average for St. Mary's) -support from English Hub and RWI consultant has provided useful check ins and has given staff expertise and boosted their understanding of how to teach phonics effectively. -1:1 coaching has improved results for the bottom 20% of our readers. 86% of PP pupils passed the phonics screening compared to 47% in 2019 (A more able year group in general with more parental support and less SEN) <b><u>Targets for development:</u></b> -Continued support from RWI advisor and use of the coaching structure using the RWI -Development and CPD for expert reading teachers</p>
<p><i>Talk for Reading training for all staff (£2,000)</i></p>	<p>The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	<p>1,2,3 and 4</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b> -Talk for reading training happened for all staff across the trust from January to March in staff meeting times -Background pedagogy behind teaching reading was made explicit. -Reading results are higher than maths and writing across the school. -LTP work needed and more work to embed and measure impact needed next year <b><u>Targets for development:</u></b> More work on planning and implementation of talk for reading needed next year- staff have mentioned during T4W audit completed on 14/06/2022</p>

<p><i>Mastering Number/ Re-kenrek project NCTEM provided</i></p>	<p>NCTEM research- importance around early number, vocabulary and concrete resources and images</p>	<p>1,2,3</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b>          -All KS1 children taking part in rekenrek/mastering number project- engaged and learning as evidenced in observations/monitoring          -Teachers say that they have benefitted from the CPD and discussions with other teachers - clear progression of skills.  <b><u>Targets for development:</u></b>          Continued development and embedding of rek and rek number skills          Continue to measure the impact of project as the children continue up through the school</p>
<p><i>Curriculum improvements- progression and clarification of St. Mary's curriculum</i></p>	<p>Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.</p>	<p>12345</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b>          -History, Geography, RE, PE, Music and ICT progression documents have been created and matched with the St.Mary's curriculum          -RHE and Science to be complete by end of 2022          -'Subject walk-throughs' have taken place for History and Geography and the other subjects are scheduled for this term.          -Website to be updated over the summer to reflect new curriculum  <b><u>Targets for development:</u></b>          Website to be updated to reflect new curriculum          Art, DT and modern foreign languages to be completed in conjunction with BPS</p>
<p><i>Heart Smart introduction for the RHE/SMSC curriculum (£4000)</i></p>	<p>EEF toolkit on importance of meta cognition and resilience in order to be achieve 'just right state for learning'</p>	<p>12345</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b>          -Well-being ambassadors are using the heart smart phrases to support children at break and lunch          -Well-being ambassadors now know the phrases and SLT are using them when discussing behaviour incidents with children  <b><u>Targets for development:</u></b>          All children and staff to know and be using the HeartSmart Hi-Five</p>

<p><i>Wellbeing and metacognition strategies used to support curriculum</i></p>	<p>EEF toolkit on Metacognition Heart Smart- ELSA NHS guidance of supporting with anxiety DFE wellbeing lead training package</p>	<p>12345</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b>          -Introduction of well-being practitioner role has supported Y6 with their final year in school          -Heart smart lessons have been introduced and are beginning to become a common language- further embedding needed next year.          -Strategies from the well-being practitioner will be recorded and passed on to staff and parents for future support.          -94% attendance for PP children in y6 suggests that they benefitted from feeling supported with their well-being.  <b><u>Targets for development:</u></b>          -Continue to support children with their well-being- reaching out to support from the community with the social prescribing/STAR club involvement          -Going for gold in the Anti-bullying alliance work</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<p><i>Tutors selected from the national tutoring programme to be used for tutoring for the PP children in Year 6 in particular</i></p>	<p>EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning National Tutoring programme DFE promotion of tutoring for catch up</p>	<p>12345</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b>          -waiting for y6 data          TA data meeting at Easter data drop suggests a positive impact  <b><u>Targets for development:</u></b></p>

<i>Recovery premium funding to be used to access national tutoring partnership</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>-Tutoring saw an impact for 29% of our PP children in Year 6 who achieve the expected standard in the Year 6 sats in either reading or maths where support was given.</p> <p><b><u>Targets for development:</u></b></p> <p>-using tutoring to increase number achieving greater depth</p>
<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics	123	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>With the exception the 3 EHCP children in Year 1 83% of the bottom 20% of Year 1 passed the phonics screening check. Including the EHCP children 50% of the lowest 20% passed the phonics check (with one of the children missing the pass mark by 1).</p> <p><b><u>Targets for development:</u></b></p> <p>-Supporting Y1 with a larger number of SEN children to maintain the gains in the phonics screening check.</p>
<i>Overcoming fears and worries intervention</i>	Evidence based approach for supporting children with anxiety	5	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>-2 of the parents of our PP/CP/CIN children have received the overcoming fears and worries intervention this year.</p> <p>-The behaviour of one pupil has improved both in and out of school and the family are no longer open to social care.</p> <p>-Other families have benefitted from the support of the well-being practitioner who has been able to help both at home and in school</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345	-KS1 children achieving expected with ELSA support 33% of PP children in ks1 who had ELSA support achieved the expected standard in RWM -Anti-bullying alliance survey results show that the children receiving ELSA support enjoy school and feel safe in school
<i>Play therapy</i>		12345	Waiting for final data
<i>Anxiety/ASC support groups</i>	Psycho-support evidence informed intervention	12345	Y6 class teacher has seen impact in lessons and resilience increase 94% attendance of y6 PP children
Counselling		12345	Waiting for final data

## 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
NELI	DFE
Tutors from the National tutoring initiative	National Tutoring programme



