

Pupil premium strategy statement – William Harding School - September 2023

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|----------------|
| Number of pupils in school | 777 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Trudy Cotchin |
| Pupil premium lead | Donna Skinner |
| Governor / Trustee lead | Matt Williams |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £231,345 |
| Recovery premium funding allocation this academic year | £22,620 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £253,965 |

Part A: Pupil premium strategy plan

Statement of intent

Mission

To support pupils to be happy and successful with a sense of community;

- support every pupil to be the best they can be
- high expectations of all
- engaging teaching and learning
- pupils behaving responsibly and respectfully
- living our school motto and values
- having an enriched, inclusive curriculum and learning environment
- develop pupils' character

The school aims to support all families so that each pupil's education and wellbeing is prioritised and they can thrive academically, social and emotionally. Our intention is that all pupils, irrespective 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 goal, including progress for those who are already high attainers. Our ultimate goal is for all pupils who attend William Harding to develop so that they are ready for the next stage of their education.

Our priority is to ensure that the pupils have access to excellence in teaching and learning, as well as a high-quality curriculum. Staff support and CPD are key strands in the school's Pupil Premium strategy which focus on developing our staff in order to positively impact on the greatest number of children. We understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. All strategies employed in the school's Pupil Premium strategy are evidence based and informed by our clear understanding of our disadvantaged children's specific barriers to learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified.

We aim to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. We also aim to develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their

conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. The key parts of our personal development curriculum are British Values, sex and relationships education, e-safety education, healthy lifestyles and SMSC & BV.

At William Harding our intent has been to construct and deliver a curriculum that is academic and beyond and is centred around 'Culture Capital';

- It gives pupils diverse experiences and opportunities.
- It is ambitious and designed to give pupils, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life and address social disadvantage.
- Our entire curriculum is underpinned by the principles of British Values and SMSC, (Spiritual Moral, Social & Culture).
- We intend our pupils to become responsible and respectful citizens who become actively involved in public life as adults and understand why volunteering is important.

Pastoral support to improve attainment

At William Harding our intent has been to construct and deliver a personal development curriculum that is academic and beyond which is;

- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- how well leaders develop pupils' character through the education that they provide
- the quality of debate and discussions that pupils have

We have worked hard to improve the emotional regulation and resilience of pupils across the whole school, ensuring that children are 'ready to learn'. We have also worked on improving attendance and narrowing gaps in attainment for the disadvantaged group.

Our provision and support for pupil's social, emotional and mental health is a strongly embedded part of our school culture, values and ethos that continues to evolve to meet the needs of our pupils. As with other elements of our approach to supporting disadvantage, these are embedded practices at the school that have impact and will continue within the strategy. We ensure pupils have support to understand and use zones of regulation to manage their emotions. Our pupils also benefit from counsellor support and personalised support from the FLO Team.

Staff working with pupils ensure that targeted pupils are supported and they focus upon improving attitudes to learning, social relationships in school and attainment. Interventions and support are planned to meet pupils needs. Staff that may support pupils are teachers, teaching assistants, the Family Liaison Officer team and Counsellors.

Our provision aims to enable pupils to express their emotions, establish better social relationships and enable children to be supported appropriately within school. The pastoral focus for 2023-24 is for the school to become a trauma informed school and for staff to consider ACE's when supporting pupils along with developing emotional literacy and self-regulation.

Targeted support to accelerate learning and increase attainment and progress

Interventions and boosters delivered by teachers and teaching assistant provide focused support for pupils and this is decided on an individual basis, informed by our assessment strategy, PPMs, QLAs, MTPs, assessment weeks, gap analysis and teacher knowledge of the pupil.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our observations and analysis of pastoral support shows well-being and pastoral support is needed for eligible pupils, including access to School Counsellors and Family Liaison Officers so that PP pupils feel ready to learn. Analysis of need shows that pupils need support from all staff that is trauma informed. |
| 2 | An analysis shows many pupils require cultural capital opportunities, including trips, clubs and extra-curricular music lessons to ensure PP pupils have the same opportunities and experiences as non-PP pupils. We also have altered our homework approach to remove formal homework to allow for more cultural capital opportunities. |
| 3 | Data analysis from across the school shows a need to focus on improving attainment and progress in writing. A focus on writing is needed to narrow the gap in attainment in writing for PP and non-PP in all year groups, including Reception pupils. We also have a focus on handwriting, spelling and embedding our vocabulary strategy. |
| 4 | Attendance for eligible pupils needs to be increased and in line or closer in line with non-PP pupils. |

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| 5 | Observations and analysis from across the school shows that a number of pupils struggle to self-regulate and understand their emotions. This can lead to emotional based school avoidance. Pupils need support to identify their emotions and how to identify the support they need. |
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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>3</p> <ul style="list-style-type: none"> • Diminish the difference further of PP pupils in writing, handwriting, spelling and reading so they achieve in line with national non-PP children. • Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions, improved % attainment of disadvantaged pupils. | <ul style="list-style-type: none"> • For disadvantaged children to reach expected level of attainment and to close the gaps with their non-PP peers. • Pupil Progress Meetings, QLA & data analysis shows the difference between attainment of PP pupils and non-PP pupils is diminished further in all year groups and subjects. • Pupils eligible for PP make good progress in Key Stage 1 and Key Stage 2. • Interventions successfully close the COVID gap. • New staff are supported with moderation within year groups Reception to Y6. |
| <p>5</p> <p>Improved emotional literacy and self-regulation amongst pupils</p> | <ul style="list-style-type: none"> • Observations and analysis of incidents logged on CPOMS shows greater use of self-regulation. • Fewer pupils are recorded as reaching crisis • Pupil voice shows pupils are able to articulate how they feel and how they can be supported |
| <p>1 and 2</p> <ul style="list-style-type: none"> • Increased home support and parental engagement so pupils can access enrichment taking place at school through FLO team support and a wide range of opportunities. • Increased number of FLO members of staff to include an additional counsellor | <ul style="list-style-type: none"> • Increased % of pupils eligible for PP are attending extra-curricular clubs. • Wider range of clubs on offer that encourage PP pupils to attend. • Pupils have increased life opportunities / cultural capital. • All PP parents attend Parental Consultation Meetings, virtual meetings or have calls. • Increased attendance of PP parents at parental workshops, year group and whole school events such as 'Come and Read' |

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| <ul style="list-style-type: none"> • Increase support for families with a translator team and mentors for identified pupils | <p>enabling greater support of their children.</p> <ul style="list-style-type: none"> • Parents are more actively involved in their children’s learning and work with the school to prepare pupils for secondary school. • Enriching trips/experiences enhance children’s understanding and engagement in society. • Pupils eligible for PP experience a range of life, awe and wonder experiences through the enrichment and pastoral curriculum. • Family learning sessions take place to help parents support pupils at home. |
| <p>1</p> <ul style="list-style-type: none"> • Pupils identified as needing additional pastoral support in order to be ‘ready for learning’. Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment through pastoral programmes, Early Help or Social Care support. • Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources. • Staff approach the support for pupils in a trauma informed way. • Interventions or support is in place for pupils who have experienced trauma | <ul style="list-style-type: none"> • Pupils eligible for PP are supported to self-regulate and seek support if needed. • The gap between PP and all pupils will diminish due to enhanced learning behaviours. • IPSL and FLO Team identify and support needed for PP pupils. • Children are supported through nurture activities, ELSA support and use of nurture room. • Pupils have interventions or support when they have experienced trauma. • Staff understand how to support pupils in a trauma informed way. • PP pupils access our FLOs, counsellors, Reading Dog, Helping Hands other programmes to receive support with their emotional wellbeing. • Families are signposted to food banks and hygiene banks if needed. • Leavers events / items are supported through PP funding. • Wellbeing sessions within assemblies, curriculum and timetable. • Improved % attainment across all subjects, especially writing. |
| <p>4</p> <ul style="list-style-type: none"> • Increase attendance rates for pupils eligible for PP and vulnerable pupils. | <ul style="list-style-type: none"> • Overall PP attendance continues to improve in line with others. • PP pupils have reduced persistent absence. |

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| | <ul style="list-style-type: none"> • Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows. |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 1 <ul style="list-style-type: none"> • All staff target PP attainment/progress • Pupil Progress meetings focus on all & PP as a group and individuals ensuring ALL PP are on the provision map for interventions • Identify and address main barriers to learning for pupils eligible for PP | <p>Evidence that supports this approach</p> <p>QFT is the focus of all staff meetings. Training will be used to ensure all staff use a consistent approach to writing lessons.</p> <p>‘Diagnosing pupils’ needs’ is the first step to creating an effective Pupil Premium plan (EEF Guide to Pupil Premium, Aut 21). In order for us to understand individual needs fully we use standardised tests, Assessment for Learning through LL and PIXL diagnostics. A timetabled cycle of assessments and frequent discussions about the progress of disadvantaged pupils is built into the school calendar.</p> <p>Staff focus on all groups – including PP pupils – to ensure targeted support for all. There are at least three levels of differentiation in every lesson.</p> <p>Staff are supported to develop writing through moderation and group discussions about writing and</p> | 3 |
| <ul style="list-style-type: none"> • Ensure books of PP pupils are known to all and a priority in next step marking & all monitoring | | |
| <ul style="list-style-type: none"> • Children to have challenge in lessons and not have a ‘setting’ ceiling placed upon them | | |
| <ul style="list-style-type: none"> • Deployment of teaching assistants / cover supervisors, SLTAs, LTAs and AHTs targeted at improving outcomes for disadvantaged pupils through interventions, and to monitor and evaluate its impact | | |

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| <ul style="list-style-type: none"> Retention – workload and wellbeing plans, opportunities for promotion, flexible working | <p>how to improve. Staff are also supported through the rigorous monitoring by the English team.</p> |
| <ul style="list-style-type: none"> Moderation of writing within and across year groups to develop an understanding of expectations and ways to improve writing | <p>Evidence: The Pupil Premium: Update Ofsted 2014 reports that ‘effective leaders identify their pupils’ specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p> |
| <ul style="list-style-type: none"> Ensure pupils have interventions and support to be handwriting and spelling ready for the next year group / key stage | <p>Evidence: EEF Toolkit suggests high quality feedback is an effective way to improve attainment. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The Pupil Premium: Update Ofsted 2014 reports that ‘Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap’. ‘They target interventions forensically...</p> <p>Evidence: EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> |

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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| 1 | | |

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| <ul style="list-style-type: none"> Bespoke interventions to be put in place to support closing the gap linking to in-class learning - QLA, IPM, PMs | <p>Robust assessment systems that identify gaps in learning and targeted provision for PP pupils are in place. Internal data shows that interventions and focused feedback needs to continue to ensure PP pupils make accelerated progress and gaps with non-PP are closed through PPMs and gap focused, targeted, learning.</p> | 3 |
| <ul style="list-style-type: none"> The most appropriate teaching assistants to be in yr 6 so they are secondary ready SLTAs/ Lead TAs focus on PP Strong TAs with best subject knowledge in Yr 6 | <p>Teachers /TAs understand barriers, on flightpaths, to learning for their PP children and are supported with strategies to overcome these as indicated in Pupil Premium Provision Maps.</p> <p>Evidence: EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | |
| <ul style="list-style-type: none"> Use of Learning Ladders to identify gaps in learning. Use of PiXL therapies for targeted interventions | | |
| <ul style="list-style-type: none"> Boosters for pupils to plug the gaps in learning SLTAs, AHTs, DHT and LTAs | | |
| <p>2</p> <ul style="list-style-type: none"> Each year group to have enriching experiences across the year linked to the curriculum and our enrichment curriculum To finance trips & opportunities for PP pupils so they have rich experiences | <p>The evidence of this is seen in the attendance to the clubs and the benefit it has on the children who attend.</p> <p>Cultural capital experiences support reading and writing so pupils are able to access a wider range of knowledge. The school provides a wide range of opportunities to develop cultural capital as many of the pupils have limited access to broader experiences.</p> <p>Lack of parental support and engagement is a key barrier to learning for our pupils. The FLO team help to bridge the gap. They reach a wide section of parents and pupils to support parental engagement and pupil wellbeing.</p> | 1 and 2 |
| <ul style="list-style-type: none"> Parental engagement events such as Come and Read, | <p>Pupil wellbeing is improved by physical activities. Many pupils are not significantly physically active when out of school.</p> | |

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| <p>Open Classrooms, Assemblies etc encouraged by FLO</p> | <p>Careers days support pupils to develop aspirations and an understanding of the potential careers they could have.</p> |
| <ul style="list-style-type: none"> • Parent information events such as Phonics, Reading, SATS etc | <p>Evidence: The EEF suggests that involvement in a pupil’s learning can have a positive impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> |
| <ul style="list-style-type: none"> • Development of further Family Learning Courses held at school to support parent skills in a variety of areas • Further development of parent drop in session for SEN, FLO for information/support • SEN and FLO coffee mornings with specific support focus | <p>Evidence: The EEF suggests that after school activities, sports, dance or any type of physical activity benefits health, wellbeing and physical development as well as academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> |
| <ul style="list-style-type: none"> • Develop aspirations further through careers days and link these to LORIC skills | |
| <ul style="list-style-type: none"> • Lunchtime clubs run to enable PP pupils to take part | |
| <ul style="list-style-type: none"> • Real Play sessions at home to develop physical fitness and wellbeing • Lunchtime sporting activities run by coaches to allow PP pupils to access sporting activities | |

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

Budgeted cost: £ 156,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> FLO Team to provide parent support and specific training during FLO coffee mornings FLO support for staff who have vulnerable pupils in class with high expectations Counsellor to provide parenting support sessions | <p>Some families are unable to finance access to clubs and extra-curricular activities that enable pupils to develop social skills, improve wellbeing and cultural capital.</p> <p>Numerous studies including the UCL review (Feb, 2021) have found that school closures as part of broader social distancing measures are associated with considerable harms to pupils' health and wellbeing. There is concern that the longer-term impacts are even greater amongst vulnerable groups.</p> <p>Pupils should be able to understand their challenges, and how they feel, in order to help them self-regulate – the FLO Team support pupils to develop behaviour strategies.</p> | 1 and 5 |
| <ul style="list-style-type: none"> Support with funding of places to PP children for school clubs | <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p> | |
| <ul style="list-style-type: none"> Staff to support pupils with needs manage their behaviour to access the school environment FLO to support behaviour CBL to support community involvement and behaviour | <p>Pupils attend Breakfast Club and have a nutritional and nurturing start to the day. Breakfast is also offered to vulnerable pupils who arrive without having breakfast.</p> <p>Pets support wellbeing in pupils.</p> <p>Evidence: Pupils need to develop decision-making skills, interaction with others and their self-management of emotions as well as focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
| <ul style="list-style-type: none"> PP pupils to be given positions of responsibility – School Council, pupil leaders, peer mentors etc. | <p>Evidence: The EEF suggests targeted support for pupils who have additional behaviour needs and use of positive behaviour strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | |
| <ul style="list-style-type: none"> Support for Leavers events and items e.g. leavers hoodie | | |
| <ul style="list-style-type: none"> Embed zones of regulation to support pupils to | | |

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| <p>talk about how they feel</p> <ul style="list-style-type: none"> • Provide staff CPD on zones of regulation • Provide resources to support staff to use zones of regulation | | |
| <ul style="list-style-type: none"> • Range of pets in school. PP pupils may not have pets at home. • Animal Advocates to include PP pupils | | |
| <ul style="list-style-type: none"> • Provide staff with Virtual Schools specific training on supporting pupils who have experienced trauma • Provide staff with resources to use to support pupils who have experienced trauma | | |
| <ul style="list-style-type: none"> • FLOs to continue to support and monitor families with identified attendance and lateness issues e.g. parent meetings, contract meetings, home visits, support, transportation support • To motivate pupils to attend school promptly to access all | <p>Children who attend school are significantly more likely to achieve higher levels of attainment, therefore in order for every child to reach their potential the school will continue to target and support good attendance for all children.</p> <p>We have drawn from the DfE document guidance on 'Improving School Attendance' (updated 2021) in refining our approach. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 4 |

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| <p>learning opportunities – FLO Fun Friday</p> <ul style="list-style-type: none"> • Use of attendance consultant to provide training, support and intervention • Attendance awards incentive programme to improve number of children achieving 100 % attendance per term egg experiences, awards, cups, prizes • Home visits to explore unexplained or lengthy absences • Pastoral team to support attendance | | |
|---|--|--|

Total budgeted cost: £254,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Data | | | | | | | | | | |
|--|---------------------------------|------|--|------|------|------------------------------|-------------|-------------|------------------|-----------------------|
| | Pupils eligible for PP % School | | | | | Pupils not eligible for PP % | | | | |
| | 2023 | 2022 | 2021 <i>2021 is internal predicted data from DN</i> | 2020 | 2019 | 2023 | School 2022 | School 2021 | School 2020 (DN) | national other (2018) |
| % achieving GLD | 36 | 44 | 48 | 67↑ | 43 | 55 | 53 | 62 | 67 | 72 |
| % achieving Phonics Screening Check | 56 | 78↑ | 75↑ | 72 | 91 | 79 | 84 | 92 | 84 | 82 |
| % making KS1 expected standard in reading | 50 | 50 | 72 → | 73 ↑ | 41 | 70 | 75 | 81 | 70 | 79 |
| % making KS1 expected standard in writing | 25 | 29 | 48↑ | 40 ↑ | 29 | 41 | 57 | 72 | 56 | 74 |
| % making KS1 expected standard in maths | 50 | 57 | 76↑ | 60 ↑ | 47 | 70 | 76 | 84 | 69 | 80 |
| % making KS2 expected standard in reading, writing & maths | 44↑ | 15 | 35↑ | 31 ↑ | 14 | 59 | 60 | 56 | 59 | 64 |
| % making KS2 | | | | | | | | | | |

| | | | | | | | | | | |
|---|-----|-----|------|------|----|----|----|----|----|----|
| expected standard in reading | 56↑ | 35 | 65 ↑ | 56 ↑ | 36 | 73 | 85 | 75 | 82 | 75 |
| % making KS2 expected standard in writing | 44↑ | 31 | 53↑ | 40 ↑ | 36 | 64 | 65 | 65 | 66 | 78 |
| % making KS2 expected standard in Grammar, Punctuation & Spelling | | | | | 40 | | | | | 78 |
| % making KS2 expected standard in maths | 67↑ | 46↑ | 35 | 50 ↑ | 29 | 79 | 78 | 70 | 77 | 73 |

KS2 Progress summary 2023

(School management team)

| | Reading progress | | | Writing progress | | | Maths progress | | |
|---------------|------------------|--------------------|-------------------------------|------------------|--------------------|-------------------------------|----------------|--------------------|-------------------------------|
| | Pupils | Sch progress score | Sig different to National? | Pupils | Sch progress score | Sig different to National? | Pupils | Sch progress score | Sig different to National? |
| Disadvantaged | 22 | 0.83 | Not sig different to National | 22 | -1.81 | Not sig different to National | 22 | -1.98 | Not sig different to National |

Externally provided programmes

We have had discussions as an SLT regarding external tutoring and decided to use our own staff rather than external programmes.

We wanted to ensure value for money. Our staff already know our pupils. They have built up relationships with pupils and understand the best ways for pupils to learn. Our curriculum approach and so are able close / narrow the gaps in learning more easily. Our success is built on our consistency of approach and are teams who work very closely together.

Our pupil cohort is complex and those who are the most vulnerable, and need additional support, will not work with strangers and would cause additional anxiety.

We are used to working as a catch-up school. Our use of assessment, PPM, IPM, MTP is successful and forms the core of our catch-up programme which staff already understand and use.

We have developed a staffing structure, SLTA, Lead TA, TA, FLOs, SEN team, that supports our pupils and they are best placed to continue to fill gaps.

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year |
| Support through the FLO Team and Counsellor. Social interventions and friendship interventions. Emotional literacy interventions. |
| The impact of that spending on service pupil premium eligible pupils |
| Providing pastoral support as needed to enable pupils to focus on learning and develop resilience |

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.