

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	Coppull Primary School and Nursery
Number of pupils in school	268 (327 including nursery pupils)
Proportion (%) of pupil premium eligible pupils	39% (111 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	M Chambers
Pupil premium lead	L Parkinson
Governor	Peter Malpas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148155
Recovery premium funding allocation this academic year	£11637
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	£159792

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. (Education Endowment Foundation EEF)

Coppull Primary School and Nursery recognises the barriers and issues that affect all of our pupils and we strive to try to break down and support children and their families in overcoming these barriers. Many of our disadvantaged pupils face multiple deprivation indicators and as a result can present with behavioural challenges, have high rates of absence and lateness and fail to receive parental support outside of school. Many have limited life experiences outside of their immediate environment and are unaware of local and world events. Many of the children have limited access (if any) to extracurricular activities including sporting, musical or memberships to clubs, libraries and societies. Many children and their parents have an over-reliance on screen culture which we noted had an impact during the pandemic which was further impacted due to online lessons. The impact of this has seen an increase in children struggling to complete work particularly creative work as their experience is solely what they are seeing on a screen. Parents report behavioural issues, sleep issues and as a school, we see this impacting their ability to concentrate and to be able to cope with the routine of the school day. Families rely heavily on school support and our school in the absence of children's centres have to provide the support to both the children in our care and the family as a whole. Many of our disadvantaged pupils are not supported in completion of homework and reading and we have found that speech and language outside of those with diagnostic reasons is severely impaired in many of our nursery children and this continues as they make their journey through school. Language acquisition is impaired due to children having less conversational opportunities outside of those at school. This affects both the modelling of early speech and language and in turn, affects our children's knowledge and use of expressive and receptive vocabulary as they move through school. *Poor oral language and communication skills have been consistently illustrated this gap on school entry which left unchallenged, coupled with a narrower vocabulary remain a barrier for many throughout the primary years (Findings from the Aspire Educational Trust EEF).*

Coppull Primary School and Nursery's aim for our disadvantaged pupils is the message at the heart of our school. We want pupils to feel and be safe, feel happy and then to learn. This is obviously reported here in child friendly language as we openly talk to pupils about this. The safety element encompasses both the safeguarding elements both internal and external and those day to day issues that may occur in the classroom and playgrounds such

as bullying. The 'feel happy' of course relates to the general wellbeing and mental health of all pupils. Many of our pupils are receiving therapy, support and a variety of interventions delivered by our Wellbeing Team and through external provision. A huge amount of emphasis is placed the mental wellbeing of our pupils and this extends to staff and the wider school community of families and governors. Our objective is to ensure that our disadvantaged (and in turn, all pupils) receive high quality first teaching with targeted academic support delivered to individuals and groups. School is committed to ensuring all staff are given the opportunity to receive effective CPD. A programme of training is planned each year and subject leaders meet with other colleagues within our school cluster to share best practise and effective resources and strategies. *Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school. (EEF).*

In addition, we want all of our pupils to have access to the pastoral support that they might need and our dedicated Wellbeing Team are employed through our pupil premium allocation to provide this support. Through various therapies, interventions, group and 1:1 sessions, they ensure that any reactive issues children face on a day to day basis are handled as well as providing support for more complex issues.

Due to some of our children having limited opportunities, we aim to tailor our curriculum to ensure that they have the knowledge and understanding required in order for them to be able to succeed at high school and beyond. We offer a wide range of trips and visits so that they are exposed to new and exciting experiences and so that they come across different religious beliefs, cultures, experience of a healthy diet, competitive sports, local community events and any other opportunities that we feel would be beneficial. We want to encourage all pupils to attend school and to arrive on time as well as to receive support for completing homework, reading etc. We have many rewards and incentives on offer for children which work in conjunction with our Good to be Green behaviour management policy. There are many rewards on offer for good attendance, reading though our 'Read for the Stars' initiative.

In summary, we are passionate about providing children with a full range of both academic, pastoral and wider school life experiences so that they both succeed and might discover a new talent that might have been left undiscovered. Our vision for all pupils as they leave us is that we ensure that they leave as well rounded individuals and we focus on the whole child rather than one element. We want to ensure that our disadvantaged pupils' future outcomes are given the best start and this is at the very heart of the ethos at Coppull Primary School and Nursery.

Our Pupil premium strategy outlines in more detail how each of these approaches ensure that it the pupil premium spending is targeted in the areas where we feel that it would have the greatest impact on our disadvantaged pupils. We commit to a small number of

specific foci which enables us to be both realistic in our approach and to be able to measure the impact of each area. The key principles of high teaching, targeted academic support and the wider strategies outlined above are detailed further in both this report and the pupil premium strategy (2020-2023).

Challenges

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

Challenge number	Detail of challenge
1	Higher than average number of disadvantaged pupils who are not achieving in line with their peers (School 39%/ England 17.7%)
2	Poor speech and language skills in children starting nursery and school
3	Higher than average numbers of pupils with special educational needs (24% School/ England 14%)
4	Significant numbers of disadvantaged pupils presenting with poor mental health and related wellbeing issues with rising numbers due to direct/indirect results of COVID-19
5	Attendance and punctuality – persistent absence and lateness

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
Disadvantaged pupils make accelerated progress, close the attainment gap with their peers and catch up with lost learning due to school closures.	<ul style="list-style-type: none"> Disadvantaged children make accelerated progress to close the attainment gap. Disadvantaged children achieve broadly in line with their peers. Reduction in number of children receiving support and therapy from Wellbeing team.
Speech and language focus and intervention to be a high priority for identified pupils alongside developing the vocabulary of all children in school.	<ul style="list-style-type: none"> Speech and language therapist employed by school to support identified children. Staff more equipped with speech and language strategies to support children in class.

	<ul style="list-style-type: none"> • WECOMM used to assess and deliver targeted interventions. • Parental support obtained and maintained for identified children.
<p>PP children targeted for extracurricular provision to ensure they are receiving a broad and balanced curriculum and experiencing new opportunities.</p> <p>*After school activity clubs have not been deemed as safe to begin at the present moment</p>	<ul style="list-style-type: none"> • Disadvantaged children accessing trips, visits and after school clubs/events to ensure their whole school experience is positive. • Children able to access trips, visits and events through PP funding so they have equal access to opportunities outside of the academic side of the curriculum
<p>Persistent absence and lateness for disadvantaged pupils is reduced.</p>	<ul style="list-style-type: none"> • Number of children who are persistently absent reduced. • Children using funded places at magic breakfast club. • Lateness figures reduced. • Any barriers for family contributing to absence/lateness are being supported by school via Wellbeing team/ SLT.
<p>All disadvantaged children (PP, CLA V1-V4 and SEND) who are falling behind their peers to be targeted for interventions.</p> <p>Enhance and provide support via the Wellbeing Team for all PP, CLA and SEN children and their families.</p>	<ul style="list-style-type: none"> • Reduction in number of children receiving ongoing support. • Children able to access learning due to containment of issues causing them emotional difficulties. • Child able to function in class with coping strategies in place. • Child's academic progress and attainment improved. • Wellbeing Team proving all children with strategies to help with any issues arising as a result of COVID-19 (directly and indirectly).

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: £15808.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development	<p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p>At Coppull Primary and Nursery, we are committed to ensuring our children have high quality teaching and learning delivered every day.</p> <p>All staff members are fully supported with their CPD requirements and are actively encouraged to seek training that will further enhance their own practise and the school as a whole.</p>	CPD for year 2021-2022 -£6829
Recruitment & Retention	<p>The recruitment process is rigorous and as an SLT and governing body, we commit to seeking the best quality candidates and those who will fit in with the values and ethos of the school. We take on both experienced teachers and teaching assistants and those starting out in their career to have a range of experience and new ideas and initiatives on our staff team.</p> <p>All staff are valued and school operates with a very democratic undercurrent. Wellbeing is high on the agenda for the SLT to ensure that all staff and their wellbeing is high on the agenda.</p> <p>Governors are very supportive of our recruitment and retention procedures and they too are very appreciative of what all of the staff at Coppull Primary</p>	£2000

	School and Nursery offer to our children.	
Resources and teaching aids	<p>We are fully committed to ensuring that all teaching staff and children have access to the resources to enable effective teaching and learning. This has meant investing heavily in IT equipment, purchasing new maths resources to help to implement the training using the CPA approach from staff training. A priority for school is to ensure that every child has access to quality reading materials and school recently revitalised the whole reading stock held in school to update and reinvigorate our stocks. This also works alongside helping children learning the skills of reading as the books are largely phonics based and range from books to share with an adult to early readers all through to the top end of school with more complex and challenging texts.</p> <p>Subject leaders have been tasked with ensuring that school holds the necessary resources to enable the planned lessons and the National Curriculum objectives are covered. We also commit to buying any other resources required by individual children such as many of the SEND resources which are not covered with the SEND funding.</p>	£6979.10

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

Budgeted cost: £66,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions both in school and through bought in services	Many of the children attending our nursery provision are demonstrating low levels of speech and language development. Our nursery teachers and support staff expose the children to sharing stories, nursery rhymes, Phase 1	Number of pupils identified: Welcomm-43 rec Zoe Hale 3 hours per week, 38 weeks £5700

	<p>phonic activities and lots of talk during structured and unstructured play.</p> <p>Teachers throughout school are finding that when sharing recommended, age appropriate class novels with the children, they can struggle to understand the context of the story due to the amount of unfamiliar vocabulary that they come across. This is a huge focus for school and in classrooms, key vocabulary is shared through teaching and on displays. We are planning to extend this further by introducing knowledge banks in children's books at the start of each new topic which includes key vocabulary.</p> <p><i>One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil's language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years. (EEF)</i></p>	<p>Targeted interventions (varying numbers in each class)</p>
<p>Targeted academic interventions</p> <p>Includes 1:1 / group interventions/ booster groups and purchase of supporting materials.</p>	<p><i>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests. (EEF)</i></p> <p>Due to the pandemic and resulting school closures, many children returned to school with reduced progress given their starting point at the beginning of the pandemic. Teaching on return had to focus on plugging gaps that had been missed alongside teaching the year group appropriate content. <i>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of</i></p>	<p>Booster groups: 182 pupils, 1 hour x 10 weeks £4600</p> <p>IDL: 71</p> <p>WELCOMM: 52</p>

	<p><i>national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</i></p> <p>Booster groups were set up for identified children from Year 1- Year 6 and took place after school to focus on key skills and any areas deemed to be a priority.</p> <p>Teaching assistants and teachers carry out individual/group interventions on a daily basis to address misconceptions and plug knowledge gaps for children.</p> <p><i>By the time schools reopen, children and young people will have faced almost a year of learning disruption. The repercussions of these months of lost learning are devastating and will be felt for a lifetime, especially by those from low-income backgrounds.</i></p>	
<p>Parental engagement</p>	<p><i>We know that levels of parental engagement are consistently associated with children’s academic outcomes. We also know that a parent’s job, education and income matters less to their child’s development than what they actually do with them.</i></p> <p>At Coppull Primary, we have worked very hard on parental engagement ensuring that communication is regular and clear. Information evenings have been very poorly attended so much of the communication we send is through online platforms which seems to be our families preferred form of contact.</p> <p>We try to incentivise children which will in turn encourage parents to want to support their child.</p> <p>The use of Class Dojo provides an instant messaging service for teacher-parent communication and this has proven to be very effective.</p>	<p>The challenge we face are those hard to reach parents who don’t connect to Class Dojo. This is where we involve the Wellbeing Team to make contact to try to encourage communication and support for parents.</p>

	<p>In our Nursery and Reception classes, information is provided on reading with younger children and providing ways to both model speech and language activities but supporting with early maths and English opportunities.</p> <p><i>In the early years, the evidence supports the importance of parents' reading to / with their children (and associated interactions) and support for learning (creating a supportive home learning environment). For school-aged children the evidence supports the importance of home-school partnership and parental interest in children's academic activities (EEF)</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,861.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing Team proactive interventions and targeted support packages alongside reactive concerns.</p>	<p>One of the ways that Coppull Primary School and Nursery is unique is our Wellbeing Team. They provide support for all of our children and families and staff members with therapies, interventions, signposting to other organisations, NLP practises, various whole school/class programmes e.g. Kidsafe. They provide an invaluable service to our school and work hard to ensuring children are ready to learn. Safeguarding and preserving a child's mental wellbeing are of the utmost priority for us and the Wellbeing Team play a pivotal role in promoting our Be/feel safe, be happy, enjoy learning ethos.</p> <p>Much of the Wellbeing Team's work is reactive and they support many children daily with issues and successfully settle them back into class.</p>	<p>Targeted support (intervention work with identified children) Autumn 2020-summer 2021-143 pupils</p> <p>Level 1 vulnerable- Autumn 2020-summer 2021-428 pupils</p> <p>CPOMS (managed by CD Wellbeing Manager) Autumn 2020-summer 2021- reported incidents- 1909</p> <p>See Extended Services termly report for further information-</p>

	<p><i>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils. (EEF)</i></p>	<p>Updated termly so the above figures are the most up to date.</p> <p>Included to give a picture of impact numbers.</p>
Attendance and punctuality	<p>Attendance and Punctuality is monitored very closely and all late arrivals and non-attendance are followed up by KMc (Wellbeing Team). Children are given half termly certificates with a red, amber or green rating for their attendance % and all children with 100% attendance are awarded a separate certificate at the end of each full term and year. We also have a competition for all classes to have a chance to win best class attendance. Two breakfast clubs are on offer which help with attendance and punctuality and behaviour are run daily. Our Magic Breakfast club offers free places to families on low income/in receipt of PP funding.</p> <p><i>Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. (DfE)</i></p>	<p>2020-2021- 41 children with absence below 90%</p> <p>14 persistent absence</p> <p>Total overall absence: 4.6%</p> <p>Magic Breakfast club funded (free) places</p> <p>Autumn 2020-summer 2021-1641 places</p>
Behaviour Approaches	<p><i>And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. (EEF)</i></p>	All pupils

	<p>We have worked hard to develop a clear, consistent and easy to follow behaviour management system that follows the school's 5 simple golden rules. Children are very familiar with the Green-stop and think- yellow-red cards and the consequences attached to them. They also understand the Good to be Gold and Platinum cards for exceptionally good behaviour. Each of these carry rewards chosen by the children. Children who remain on green for a full half term receive a Good to be Green treat such as ice cream van visit, bouncy castle, visit to local park etc. and the incentives work really well. Some children require further individualised behaviour interventions and support which school leaders discuss with families and effective home school communication is maintained.</p> <p><i>A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.</i></p>	
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Total budgeted cost: £159,694.67

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.

Children eligible for pupil premium close the gap on non-pupil premium pupils.

Pupils eligible for pupil premium on track to achieve end of term milestones in RWM and phonics.

Children were all tracked individually by teachers. Interventions were put into place and liaison with SENCO took place where it was deemed necessary. ISPs and IBPs were kept up to date and shared with families and child. In all cases, non-pupil premium children outperformed pupil premium children. The KS2 results show that children eligible for pupil premium didn't successfully close the gap on their peers. Many children in the Year 6 cohort were on the SEND register and were receiving individual support from the family support team. In 2019-2020, we will continue with the approach but will have more of a structured intervention process, a continuation of data analysis half termly and more rigorous moderation and pupil progress meetings with individual class teachers. More of a focus will be placed on interventions and support for disadvantaged pupils who are not making expected progress. This will be reviewed regularly and provision maps completed and monitored. Teachers have each selected 6 disadvantaged children, as part of the appraisal process, who they will place particular emphasis on over the course of the academic year. A whole school focus on teaching reading skills will continue to be a priority and a new spelling/reading intervention programme will be purchased and used as an intervention strategy.

Reading 2020-2021:

	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS	
Year 1 (30)	33% (5)	33% (5)	20% (3)	13% (2)				7% (1)		13% (2)	7% (1)	53% (8)	20% (3)		
Year 2 (37)	25% (3)	17% (2)	17% (2)	25% (3)	17% (2)			12% (3)	12% (3)		12% (3)	64% (16)			
Year 3 (35)		19% (3)	38% (6)	19% (3)	25% (4)				11% (2)	21% (4)	32% (6)	26% (5)	11% (2)		
Year 4 (42)		29% (4)	36% (5)	7% (1)	29% (4)				18% (5)	18% (5)	18% (5)	39% (11)	7% (2)		
Year 5 (38)		33% (6)	22% (4)	22% (4)	17% (3)	6% (1)			20% (4)		10% (2)	65% (13)	5% (1)		
Year 6 (44)		21% (5)	21% (5)	8% (2)	46% (11)	4% (1)			10% (2)	20% (4)	5% (1)	40% (8)	25% (5)		
Total (226)	8% (8)	25% (25)	25% (25)	15% (15)	24% (24)	2% (2)		3% (4)	13% (16)	12% (15)	14% (18)	48% (61)	10% (13)		

Writing 2020-2021:

	PUPIL PREMIUM							NOT PUPIL PREMIUM EXPORT RESULTS TO EXCEL						
	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS
Year 1 (30)	40% (6)		40% (6)	20% (3)				7% (1)		7% (1)	33% (5)	47% (7)	7% (1)	
Year 2 (37)	33% (4)	17% (2)	25% (3)	8% (1)	17% (2)				24% (6)	4% (1)	12% (3)	60% (15)		
Year 3 (35)		25% (4)	44% (7)	13% (2)	13% (2)	6% (1)			16% (3)	16% (3)	47% (9)	21% (4)		
Year 4 (42)		64% (9)	14% (2)	Pupil Premium	14% (2)				25% (7)	32% (9)	14% (4)	25% (7)	4% (1)	
Year 5 (38)		44% (8)	39% (7)	6% (1)	11% (2)				20% (4)	15% (3)	10% (2)	55% (11)		
Year 6 (43)		26% (6)	17% (4)		48% (11)	9% (2)			25% (5)	20% (4)	10% (2)	30% (6)	15% (3)	
Total (225)	10% (10)	30% (29)	30% (29)	8% (8)	19% (19)	3% (3)		1% (1)	20% (25)	17% (21)	20% (25)	39% (50)	4% (5)	

Maths 2020-2021

	PUPIL PREMIUM							NOT PUPIL PREMIUM EXPORT RESULTS TO EXCEL						
	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS
Year 1 (30)	7% (1)	13% (2)	40% (6)	33% (5)	7% (1)			7% (1)			13% (2)	73% (11)	7% (1)	
Year 2 (37)	17% (2)	17% (2)	25% (3)	25% (3)	17% (2)				8% (2)	12% (3)	4% (1)	76% (19)		
Year 3 (35)			13% (2)	69% (11)	19% (3)				11% (2)	11% (2)	47% (9)	32% (6)		
Year 4 (42)		7% (1)	36% (5)	14% (2)	36% (5)	7% (1)			21% (6)	7% (2)	21% (6)	36% (10)	14% (4)	
Year 5 (38)		28% (5)	33% (6)	17% (3)	22% (4)				25% (5)	10% (2)		55% (11)	10% (2)	
Year 6 (43)		17% (4)	26% (6)	9% (2)	39% (9)	9% (2)			25% (5)	10% (2)	10% (2)	50% (10)	5% (1)	
Total (225)	3% (3)	14% (14)	29% (28)	27% (26)	24% (24)	3% (3)		1% (1)	16% (20)	9% (11)	16% (20)	53% (67)	6% (8)	

GPS 2020-2021

	PUPIL PREMIUM							NOT PUPIL PREMIUM EXPORT RESULTS TO EXCEL						
	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS	P-Scale	Below PoS	Emerging	Dev	Secure	Secure+	Above PoS
Year 1 (30)	27% (4)	13% (2)	40% (6)	13% (2)	7% (1)	Pupil Premium		7% (1)			20% (3)	60% (9)	13% (2)	
Year 2 (36)	18% (2)	18% (2)		45% (5)	18% (2)				20% (5)	4% (1)	16% (4)	60% (15)		
Year 3 (35)		13% (2)	50% (8)	13% (2)	25% (4)				11% (2)	16% (3)	37% (7)	37% (7)		
Year 4 (42)		64% (9)	7% (1)	14% (2)	14% (2)				32% (9)	4% (1)	18% (5)	43% (12)	4% (1)	
Year 5 (38)		33% (6)	22% (4)	22% (4)	22% (4)				20% (4)	5% (1)	15% (3)	45% (9)	15% (3)	
Year 6 (43)		17% (4)	13% (3)	17% (4)	43% (10)	9% (2)			15% (3)	15% (3)	10% (2)	45% (9)	15% (3)	
Total (224)	6% (6)	26% (25)	23% (22)	20% (19)	24% (23)	2% (2)		1% (1)	18% (23)	7% (9)	19% (24)	48% (61)	7% (9)	

Persistent absence for pupil premium children is reduced to levels of non-pupil premium children.

Persistent absence showed some improvement with 14 pupils continuing to be below 90% attendance. (23 pupils 2017-2018) The SLT and family support team have worked with individual families and children to ensure children are attending school. Overall absence for school has declined slightly with an overall absence rate of

4.6% compared to 5.5% in 2019/2020. School will continue with a targeted approach and remain focused on reducing persistent and overall absence

- **Further increase the impact of the Wellbeing Team in providing vulnerable children and families the necessary support to ensure children are ready to learn.**

Although the funded Magic Breakfast project ended, we took the decision to continue providing Magic Breakfast using pupil premium funding. The scheme is subsidised so we pay a reduced cost. This has proven to be invaluable to our pupils with high numbers of children attending. The cost of purchasing the breakfast items would be £6500 but we pay £1000 and the charity subsidises the food we receive.

We took the decision to continue offering Magic breakfast free to eligible pupils and at a small cost of 50p for non-eligible pupils. Sadly, we still have children who are coming into school hungry so this year, we will budget a small amount of our PPG for any children who are coming to school hungry or who come to school without a snack for mid-morning break. We will introduce a token system for any children who need to have something to eat at break time. Pupils accessing this will be tracked to ensure that Magic breakfast is offered and utilised where possible.

We now have a 2 year old nursery in operation which is allowing us to provide early intervention and support to our youngest children. Speech and language continues to be of a concern for us so we continue to provide speech and language support and refer into specialist services where necessary.

A small amount of pre nursery groups continue during the morning again with an emphasis on speech and language in some of these groups. Our most vulnerable families continue to be supported via the TAF/CAF process with our family support team and other agencies where the need is identified.

The Wellbeing Team have facilitated and delivered many group and one to one sessions with children to identify and remove barriers to learning.

Our two year old nursery has continued to be a success this year and is providing children with an excellent start to their journey with us.

Many families are still seeking advice and support from our family support team for both themselves and their children. Without the team in place, we believe our children would be further disadvantaged. The team are trained to help children to work through numerous issues and problems that they face and in liaison with the leadership team and SENCO, can signpost and refer children to various agencies where necessary.

The magic breakfast offer continues to be a huge success and the offer for free breakfast for all PP children remains.

The extended services committee report evidences the numbers of children we are supporting with various needs and evidences the justification for school having a family support team in place.

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
CPA approach to teaching maths	Anthony Reddy September 2020 June 2021