



Triangle C of E Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium) to continue developing the progress and 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.

The black text is from the original 3 year plan document. Where text is remains black the content is still relevant, accurate and up to date.

Year 2 updates are in red. Where this is present it supersedes the previous year.

Year 3 updates will be in green

School overview

Detail	Data
School name	Triangle C of E Primary School
Number of pupils in school	191 200
Proportion (%) of pupil premium eligible pupils	14% 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021 September 2022
Date on which it will be reviewed	September 2022 September 2023
Statement authorised by	G.Davies (Headteacher)
Pupil Premium lead	G.Steele (Inclusion) D. Westney (Temporary whilst G.Steele is on maternity leave)
Recovery lead	J.Allen (Deputy Head)
Governor	E.Foley
School Business Manager (finance)	Melanie Warren (Temporary whilst we await appointment of a permanent school business manager)

Funding overview

Detail	Amount
Pupil Premium funding allocation this financial year	£38,045 £37,020
Recovery premium funding allocation this financial year	£6600 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2071 £1146
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	£46,716 £38,166

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the achievement of pupils who are eligible for pupil premium funding. Our aim is for all of our pupils to strive for their potential and aspire to be the best that they can be.

We recognise and celebrate that each person is an individual. Strengths and areas to improve are identified, as are personal goals and aspirations. Challenges that individuals meet are varied and we do our utmost to overcome these. We strive to contribute to the development of the whole person, embedding life skills and preparing them for the wider world.

Our goals are to close the gap between those pupils who are eligible and those who are not (initially in the core subjects, then moving through to the foundation subjects). We understand that a number of these pupils must make accelerated progress to achieve this. We also recognise that some of our pupils who are eligible for Pupil Premium funding may be excelling in some areas. Where this is the case then we seek to sustain that momentum, whilst also prioritising other areas.

We, as a school, know our children and their families well and are therefore in a good position to use the pupil premium funds to create a package of support aimed at tackling a range of barriers as specified in this strategy statement. The involvement of all parties is encouraged: pupils, parents, carers, staff and governors in order to consider different viewpoints and ideas. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Therefore our planning, actions and evaluations take these into account as well as consulting guidance from the EEF and wider research.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within school and nationally.
- For all disadvantaged pupils in school to make or exceed national expected progress rates
- To support our children's mental-health and wellbeing to enable them to be ready to learn
- To raise aspirations through accessing a wide range of opportunities to develop their knowledge and understanding of the world
- To increase parental knowledge and understanding regarding curriculum expectations and involvement

We aim to do this through:

- Ensuring all pupils access effective good quality first teaching.
- Ensure that learning opportunities meet the needs of all of our pupils.
- Ensure that all staff have access to high-quality continuing professional development.
- Identifying challenges and barriers for pupils, considering and implementing ways to overcome them.
- Regular monitoring of progress and attainment data to identify cause for concern, expected progress and accelerated learning.

- Ensuring that appropriate and effective provision is made for pupils by ensuring that the needs of pupils are adequately assessed and addressed.
- To allocate 'Catch Up' enhanced teaching through tutoring programme.
- Increased focus on live marking and same day feedback by staff familiar to the children.
- Increasing staffing of adults familiar to the children to lead enhanced targeted provision in small group and where required one-to-one basis, quality feedback and target monitoring.
- Employing specialist key-worker staff to target key avenues (e.g. social and emotional needs, speech and language)
- Key-worker staff to facilitate access for pupils to attend online and in-school sessions led by external services. This is a necessity throughout these current times where some external services are not carrying out on site school visits due to Covid.
- Provide mental health and well-being support to enable pupils to access learning within and beyond the classroom.
- Contributing towards payments for activities, educational visits and residentials where families are unable/unwilling to make the costs. This ensures that children have first-hand experiences and access wider opportunities.
- Offer further enrichment opportunities e.g. music and language lessons.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health. Observations and discussions indicate that the well-being and emotional development of a proportion of our disadvantage pupils has been impacted by the ongoing Covid-19 situation. We also have a number of pupils with high social, emotional and mental health needs linked to trauma, life experiences and development.
2	Writing – Although there has been a significant improvement in handwriting, creativity and structure our analysis has shown that spelling and grammar are strands that are limiting progress and attainment in this group.
3	<p>Reading inference - Reading ages, fluency and discussion about texts continue to be strong in this curriculum strand. We have however identified that some pupil's eligible for additional pupil premium funding are weaker in the comprehension strand, particularly inference. A focus in this area would therefore develop their reading ability even further.</p> <ul style="list-style-type: none"> • Pupil voice and staff observations have also identified that as pupils progress into the more challenging book bands that the content and context is not always age and stage appropriate. As a school we are rectifying this and purchasing challenging texts that are targeted at key stages regarding their content and tone. • We have now chosen the ELS phonics scheme as our chosen programme. One key focus is to ensure all staff and volunteers are trained and are confident in running the programme and interventions. • As part of the ELS programme pupils are required to become familiar with a book prior to changing it. This required them to keep the book for a longer period of time

	and therefore we need more copies. Some PPG funds will be attributed to this. In addition we will be part-funding access to online text software so reading for both pleasure and progress and heavily supported.
4	Mathematics – Despite quality remote learning provision and on-site pod access progress and attainment have been impacted in mathematics, particularly linked to calculations and problem solving. Progress and attainment are improving. A key area identified however is the need for practical, hands on resources in order to teach the scheme effectively. Our pupils would benefit from a hands on, practical approach and therefore contributions will be made to this area.
5	Parental Engagement – Attendance at meetings, information evenings, etc. is significantly lower for this group than for pupils not in receipt of pupil premium funding.
6	Aspirations – creating wider experiences. Pupils in receipt of this funding stated that they would like to access to extra-curricular language and music sessions.

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
To support and develop the well-being of all pupils in our school particularly those who are disadvantaged.	Increasing levels of well-being demonstrated by qualitative data, pupil, parent and staff voice. Baseline and end point data and feedback from intervention groups.
To target spelling and grammar skills in order to improve writing attainment amongst disadvantaged pupils	Achieve outcomes in-line with or above national average by the end of KS 2
To improve inference and deduction skills amongst disadvantaged pupils in order to further increase reading attainment	Achieve outcomes in-line with or above national average by the end of KS 2
To target calculation and problem solving skills in order to improve maths attainment amongst disadvantaged pupils	Achieve outcomes in-line with or above national average by the end of KS 2
To develop parental engagement	An increase in attendance at meetings, information evenings, etc.
To raise aspirations of pupils linked to interests, talents and longer term goals.	An increase in opportunities of extra-curricular activities offered. An increase in attendance of pupils in receipt of PP funding at these programmes.

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.

The text in red demonstrates our mid-point progress review.

Teaching

Budgeted cost: £20,636

£11,240

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of Year 1 Mid-Point Review
Enhancements of training and the teaching of social and emotional curriculum – contribution towards scheme and resources.	Social and Emotional Learning Collaborative Learning	1	<p>Introduced and embedded use of KAPOW as PHSRE curriculum scheme. Very positive feedback. Monitoring and assessment is the focus of year 2 of the three year plan.</p> <p>Social and emotional groups timetabled and running. Again pupil progress made is significant. Measured on Boxhall profiles.</p> <p>Employing external agency for specific trauma related counselling.</p>
Enhancements of curriculum planning, training and the teaching of writing in line with DFE and EEF guidance – focus on spelling and grammar skills .	Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2 Collaborative Learning	2	<p>Our English subject co-ordinator is leading on this. Concerns around identifiable gaps in spelling and grammar is the main contributing factor for limiting progress and attainment.</p> <p>Introducing Grammarsaurus from Nov 2022.</p> <p>ELS introduced July 2022.</p>
Enhancements of curriculum planning, training and the teaching of reading in line with DFE and EEF guidance	Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2	3	<p>Our English subject co-ordinator is leading on this. Progress and attainment is improving. 73% of our PP pupils are now working at the</p>

– focus on inference and deduction skills .	Reading Comprehension Strategies		expected standard or above, compared to 58% at the beginning of the year. ELS introduced July 2022 linked to phonics. Guided reading inference and deduction skills focus in staff meeting and INSET.
Training for staff to ensure guided reading and language links are made.	Oral language Reading Comprehension Strategies	3	Guided reading inference and deduction skills focus in staff meeting and INSET.
Enhancements of maths teaching and access to resources in line with DFE and EEF guidance – focus on calculation skills and problem solving .	Maths guidance Key-Stages 1 and 2 EEF Improving Maths in Key-Stages 2 and 3 Collaborative Learning	4	Our Maths subject co-ordinator is leading on this. Updated calculation policy set up Sep 21, embedded throughout year. Visuals displayed on working walls. Next priority is to purchase physical resources to enhance teaching, learning and conceptual understanding of the problem solving aspect.
Increased deployment of teaching assistants across Early Years, Key Stage 1 and Key Stage 2 – familiar to the pupils. Increase opportunities for live marking, feedback, teacher to target key areas. Encouragement and support of peer tutoring scheme .	Use of EEF Making best use of Teaching Assistants document used to support the deployment and expectations of teaching assistants. Making Best Use of Teaching Assistants Peer Tutoring	2, 3, 4	Class R, 1 and 2 have full time learning support assistants. Key-Stage 2 have increased deployment of learning support assistants. Focused on quality staff who are familiar with the children, targeted interventions, live marking and feedback. Positive impact. Every class is now running same day live marking, feedback and corrections. Strong impact on targeting misconceptions and ability to access following lesson.
Access to high-quality training opportunities for teaching and	Maths guidance Key-Stages 1 and 2	1, 2, 3, 4, 6	Currently utilising The National College programme as this has

supporting pupils who may be disadvantaged	EEF Improving Maths in Key- Stages 2 and 3 Improving Literacy in Key- Stage One Improving Literacy in Key- Stage 2		high-quality and relative to our school training programmes. Dannielle Westney is taking over the Pupil Premium Lead role whilst Gemma Steele is on maternity. She is booked on and accessing courses linked to this role and the requirements.
Termly Pupil Premium children progress meetings	Maths guidance Key-Stages 1 and 2 EEF Improving Maths in Key- Stages 2 and 3 Improving Literacy in Key- Stage One Improving Literacy in Key- Stage 2	1, 2, 3, 4, 6	To begin this academic year. PP champion to meet with class teachers on a termly basis to review provision, interventions, blue folders, progress and attainment. Ensure assessment data is uploaded Phases 1, 3 and 5 accurately. Ensure CPOMS actions are completed and updated.

Targeted academic support

Budgeted cost: £19,704

£20,486

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of Year 1 Mid-Point Review
Continued employment of a Key-Worker to support pupils and lead targeted groups . They will also facilitate the attendance of our pupils to remote learning sessions and assessments led by external agencies who are unable to see pupils face-to-face at this time due to Covid. Key person for family communication and action . Trained to	Current progress and attainment data of our pupils Tracking Impact Identifiers Feedback from pupils, parents, school staff and external agencies Parental Engagement	1, 2, 3, 4, 5, 6	We employed a full time, permanent key worker. She has experience in both education and social care. Attendance has been a real focus area. This has now reached a three year high for the Pupil Premium Group averaging 94.3%. The gap between the PP group and whole school cohort has now been reduced to 0.7%. We will continue with the monitoring, family contact and initiatives to aspire to at reach our 96% target by

complete referrals to external services.	Pupil, parent and staff voice.	5	<p>the end of this academic year.</p> <p>Positive feedback from families and external services regarding contact. Facilitating access to specialise external service provision, including virtual speech and language sessions.</p> <p>Refined targeted provision and interventions on Key-workers timetable.</p> <p>Focusing in on language linked to our literacy focus and targeted provision based on individual need.</p> <p>Continue focus on training regarding the Early Help pathway.</p>
Contribution towards the purchase of a DFE validated synthetic phonics programme to continue to secure our very high pass rates (historically and on track for 93%+) in phonics	<p>Phonic approaches have a strong evidence base across many research papers and literature that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children</p> <p>Phonics</p>	2, 3	<p>Purchased, training ongoing and sessions started from Sep 2022.</p> <p>Monitoring impact and outcomes.</p>
Engaging with the National Tutoring Programme and additional tutoring for those affected by the pandemic and those higher attaining pupils in both KS1 and 2.	Small Group Tuition	2, 3, 4	Joseph Allen, Deputy Head leading on this. Report published in line with requirements.
Use of language programmes (NELI) to improve speaking, listening, narrative and vocabulary skills for disadvantaged pupils	Oral language	2, 3	<p>Trialled for one year. Moderate impact.</p> <p>Increasing costings. On advice from authority we are now moving across to language programmes recommended by Calderdale Speech and Language. We are currently enrolled on the Lingo programme linked through our cluster. These are Sounds Right, Chatterbox and Language Legends. Pupils identified</p>

			by staff, baselines completed, running for one term to Christmas and then reviewing impact. If positive these will replace the NELI programme. If negative we will revert to the NELI programme but refine use for increased impact and reduced costings.
On-site focused provision groups to focus on revision, consolidation, targeting of gaps in learning and pre-teaching.	Small Group Tuition	1, 2, 3, 4, 6	Positive impact. Ongoing for this year.

Wider strategies

Budgeted cost: £6376

£6440

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of Year 1 Mid-Point Review
For teachers to promote parental engagement by actively sharing expectations, resources and information with parents/carers – parent information evenings, etc.	Parental Engagement	1, 2, 3, 4, 5, 6	Parent information evenings up and running, last one held 21.09.22. Pupil Premium Champion to lead termly parent/carers forums throughout this academic year. Ongoing
Subject Leader to lead parent sessions with regard to the key areas e.g. calculation methods, VIPER questions	Parental Engagement	1, 2, 3, 4	To do
Senior mental health training to be undertaken by the lead mental health person	The Government Green paper ' Transforming Children and Young People's Mental Health Provision ' recommends a mental health lead in every school.	1, 5, 6	Has been initiated, she is also exploring additional alternative providers and qualification levels. In addition she is liaising with other mental health leads to discuss provision and impact.
Buy into the termly book club scheme for those with limited	Pupil, parent and staff voice.	3	Ongoing.

reading materials. Age/level appropriate books, wide range of genres, interesting texts, can read with family.	Improving Literacy in Key-Stage One Improving Literacy in Key-Stage 2		Allocated £100 per class to widen reading texts/genres, focus on age and context and reading for pleasure.
Raising aspirations by widening the scope and opportunities open to our children, encouraging them to think about longer term opportunities	Raising Aspirations	1, 6	Initiated, long-term focus. Ongoing
Enrichment opportunities – trips, residential, extra-curricular clubs and music/language lessons	Arts participation	1, 2, 3, 4, 6	Contribution for trips and residential set up - parents opt in to this. Music and language lessons are on this year's action plan.
Contingency fund for acute issues	Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6 And any issues arising	Not required as yet.

Total budgeted cost: £46,716

£38,166

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 2021 to 2022 academic year.

Pupil Premium 2021-2022 Allocation and Impact

Register

Details of Funding	£ per pupil	No. of pupils	Total Allocation
Current FSM	£1345	11	£14,795
Ever 6	£1345	4	£5,380
Post LAC	£2345	4	£9,380
Post LAC in Calderdale	£2145	4	£8,580
Service Children	£300	0	
		23 11.5 (%)	£38,135

Pupil Premium Overview

This academic year 2021-2022 has felt considerably more settled than the last couple of years. Provision, interventions and resources have been able to be delivered on school site and we are able to welcome more external services and specialist staff consistently.

At Triangle C of E Primary School we continue to utilise the funding to provide resourcing, additional support and targeted provision. Our pupils, parents/carers, staff and governors continue to work exceptionally hard to ensure that our pupils have their needs met, strive for their potential and make accelerated progress.

We are currently running our three year pupil premium grant plan. Annotations for the key area targeted up to press are written in red above. Many continue to be ongoing to have the biggest impact over time.

Patterns

The numbers of pupils on roll is declining. This is in line with schools in the local area due to low birth rate years. The number of pupils in receipt of pupil premium funding is steadily increasing. We continue to be below national percentages however our continued awareness drive has resulted in numerous parents applying.

Previous Years

Pupil Premium 2020-21 Allocation and Impact

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Register

Details of Funding	£ per pupil	No. of pupils	Total Allocation
Current FSM	£1320	8	£10560
Ever 6	£1320	3	£3690
Post LAC	£2100	5	£10500
Service Children	£300	0	£0
		16 (8.16%)	£25020

Pupil Premium Overview

The academic year 2020-2021 has been unlike any other. Due to the global coronavirus pandemic, additional health and safety measures have had to be observed, resulting in more limited resources and activities that can be accessed or brought into school.

At Triangle C of E Primary School we feel that we have utilised the funding to provide resourcing, additional support and targeted provision. Our pupils, parents/carers, staff and governors have worked exceptionally hard in challenging circumstances to ensure that our pupils needs have been met and that they continue to make progress.

During the period of school closures we offered children in receipt of pupil premium funding (and other eligible groups) the opportunity to attend school during the national lockdown. Many (66.7%) of the eligible children chose to attend. For those who remained at home participation in home learning was tracked by class teachers and at least weekly phone calls were made to families to aid in supporting them through this difficult time. The school loaned hardware to those who required them in order to aid in all children being able to access remote learning (this included laptops, iPads, etc.) and provided paper packs and equipment (e.g. pencils, crayons, glue, etc.) for those families who disengaged with remote access. Participation in home learning was tracked by class teachers and regular phone calls were made to families to aid in supporting them through this difficult time.

Statutory testing was suspended and then cancelled during the last academic year. The school tracked the attainment and progress of all pupils including those eligible for the Pupil Premium Grant.

For the school year 2020-2021 the school had identified these areas as barriers to learning for our pupils:

- Sustained periods of disruptions to daily school life. 66.7% of our pupils in receipt of Pupil Premium funding accessed pod provision within the lockdowns. The remaining pupils accessed our remote learning offer.
- Financial difficulties from the impact of the pandemic have led to some families not being able to have access/purchase remote learning equipment.
- Increased levels of issues and incidents out of school. This may be due to periods of national lockdown, anxieties and uncertainty.
- Prolonged periods of isolation and lack of routine impacting on the social, emotional and mental wellbeing of children and families.
- Prolonged periods of isolation and reduced access to open areas and play equipment affecting gross motor skills and co-ordination.

We have and will continue to work tirelessly to overcome these barriers together. Covid restrictions, lockdowns and disruptions have impacted on most pupil premium pupils' attainment and progress. However we feel that the following measures taken have reduced the impact considerably and resulted in more positive outcomes than if they had not been implemented. We are therefore thankful and appreciative of this additional funding that has allowed for increased provision and resourcing.

The table below demonstrates how the pupil premium funding was spent during 2020- 2021

Item\Project	Cost	Objective	Review/Outcome
Staffing Contribution to Key-Worker	£11381	To support pupils and their families both during remote learning periods and upon return to school through	Teachers and support staff have planned, delivered and fed back throughout the lockdown periods. Whilst remote learning, during periods of national lockdown and isolation due to bubble closures pupils have been provided with work packs which include exercise books and key stationery in order to continue learning from home; reading books and Maths/English work books have been used to provide additional support to what is available via the remote learning platform. Our Key-Worker has been key in facilitating access to these

			<p>(and additional) resources, including but not limited to laptops and iPads. She has packed items up, contacted families for collection and hand delivered when required.</p> <p>Key-Worker and Inclusion Manager time has been used to undertake additional welfare phone calls with every family who was remote learning being contacted weekly and those whom were in pod provision fortnightly. Nearly all parents and carers spoke positively of these interactions and the additional support with one even calling it a 'lifeline'.</p> <p>The Key-Worker has been exceptional at recording conversations and concerns and feeding back to staff and SLT.</p> <p>This strand has been extremely beneficial in terms of our level of support and action. The Key-Worker has also maintained ALL external service assessments and appointments, utilising Zoom.</p>
Staffing 50% contribution to LSA Intervention role, 4.5 hours	£2411	To increase and enhance intervention and targeted provision within class	<p>Initially this was done on a trial basis. Previously we have identified pupils, run interventions and reviewed on a cyclical basis. Having to move with the current Covid climate has quickened our move towards more inclusive measures. Mixed classes, moving staff between cohorts has been untenable for a significant proportion of the year. Safety of our pupils and staff is paramount. Therefore we trialled an increase of two afternoons. Positive feedback from staff and children. Most</p>

			<p>significantly it has meant that staff can timetable around their curriculum so pupils are not having to miss sessions. Additional provision has also been completed quickly as there hasn't been the time taken moving between rooms. Furthermore this additional provision is less obvious, more inclusive in nature.</p> <p>Points to note are that LSAs need further training to run specific programmes, additional resources need purchasing so they can be accessed within a classroom and monitoring of direct impact will need looking at e.g. Impact Identifiers.</p>
<p>Wraparound Provision</p> <p>Breakfast Club (reduced staffing levels, remains within ratio)</p>	£1100	<p>To ensure that pupils for whom we are concerned about punctuality and those whom parents require this additional provision can access a breakfast club.</p> <p>To access a healthy breakfast.</p>	<p>We have very experienced and dedicated staff within this area. We have reduced the rota to two staff this year due to pupil numbers.</p> <p>Does work well and no punctuality concerns however issues arose when staff and children could not mix between bubbles. Also numbers dropped considerably this year with only two students requiring a place on some days. Therefore we have decided to discontinue our offer of this at presents. One parent very understanding and not requiring any additional help. The other has recently requested it starts back up. Therefore I am going to liaise with Amanda from Three Corners about the possibility of a reduced rate for those who need it to attend there funded for through PP funds. This would ensure improved value for money considering the current numbers and more consistent access as they have the staff to</p>

			bubble should this option be required.
Training	£450	<p>For staff to access CPD opportunities</p> <p>For parents/carers to engage in training to support their child</p>	<p>Staff have continued to access training throughout the year, particularly through INSET and National College.</p> <p>This is an area that we need to continue a focus on into the next academic year as wider opportunities become more available again.</p> <p>We had booked in a 'language event' and a 'support your child to read' event however both had to be cancelled due to lockdowns. We will endeavour to reinstate these as we move into more consistent times.</p>
Learning Resources	<p>Saved £2454</p> <p>£1700</p> <p>£67</p>	<p>To focus on the development of inference in texts linked to their ability</p> <p>Ensure that every Pupil Premium pupil has access to the hardware required to engage with the remote learning.</p> <p>To purchase enrichment materials</p>	<p>Accelerated reader postponed for a year. With the view of value for money and priorities. Action: Train all LSAs to run this intervention so it isn't solely reliant on one member of staff. This will allow it to be more inclusive, flexible and continue to run even if another spike occurs.</p> <p>Purchased an additional laptop and iPad. Lent out during each lockdown/spike. Returned to school for use in class. No child was without access, every pupil in receipt of PP engaged to at least a satisfactory level.</p>

	£1282	<p>to support pupils musical development</p> <p>To purchase resources/programmes recommended by external services</p>	<p>Purchase of two classical and one modern guitar book. Required to access music session.</p> <p>Many services are adding recommendations for resources and programmes. We are utilising the PP funding to purchase these to support pupils learning, access and further development. Positive impact reported. Monitor cost e.g. reading pens.</p>
Outside Tutoring Enrichment	£1080	To fulfil a desire to learn how to play the guitar	One pupils, achieving GD in most subjects, expressed a desire to learn how to play the guitar. We supported him on this journey by contacting the Music Trust who delivered weekly lessons. The pupil achieved Grade 4 and is continuing on this endeavour as he moves to high school.
Third Space Learning	£2985	To access specific lessons, out of the core curriculum time, to target gaps in knowledge and understanding.	Between 4 and 6 pupils have attended throughout the terms. Two parents have declined provision stating that they do not want their child to attend afterschool not be taken from lessons. Strong attendance and engagement rates. Positive feedback from company. Positive feedback from staff in terms of targeting and revising weaker areas. Opportunities for pre-teaching. Pupils enjoying feedback points. Issue: Language barrier at times, some of their staff have very strong accents that are not easy to understand which can impact on communication. Subject lead would

			like us to move across to WRM. Supportive of that.
Continued participation and increase in attendance at extra-curricular clubs	£132	To widen opportunities and experiences in order to enrich.	69% of pupil's in receipt of Pupil Premium funding attended an extra-curricular club. This is an increase of 19% on last academic year. Where a cost was incurred school met this where the family was unable and/or requested.
Access to trips, workshops and residential	£350		Every pupil in receipt of Pupil Premium attended every trip that was able to go ahead this year. No residential costs incurred however. The pupil would be able to attend without it however the funds would come directly from school budget therefore as a school we need this financial opportunity to contribute to such activities.
Contribution towards English Key Skills booklets – focus on ensuring coverage of key objectives	£885	To ensure that all pupils in receipt of PP have had access to each key spelling, punctuation and grammar objective for their year group	Due to lockdowns and Covid restrictions our English lead was concerned that there may be some gaps in pupils learning. As writing is a school priority and a PP priority funds were contribute to the purchasing of recommended revision books. Every pupil had one and every key skill was covered in class.
Phonics Play	£100	For all KS1 pupils in receipt of PP funds to pass the phonics screening check	100% of our pupils in receipt of Pupil Premium have passed their phonics check this academic year. Small numbers and cohort dependent but we are proud of their achievements in this area and feel this contributes considerably towards their reading ability and wider curriculum access. Whilst we accept this score is not

			entirely down to Phonics Play we do believe that it has contributed significantly in terms of the games, tricky words and engagement.
Brain and Body Boost	£1300	To improve the co-ordination and balance to age linked levels	Lack of access to wider spaces and our skill based school PE provision staff have noticed an increase in fine and gross motor skill concerns. All of which have been communicated to parents/carers. All but one have rectified through home support and QFT. One however remained a concern. On advice of Virtual Schools we employed a Brain and Body Boost programme. Training and provision was implemented. This has had noticeable impact on concentration, engagement and co-ordination. Reluctance from home to support with exercises and pupil is now meeting age related expectations. Paused programme but will return should concerns arise.
Nessy Fingers	£100	To improve touch-typing skills and spelling	On advice of our English subject lead we have purchased 5 licenses for Nessy Fingers. This has been run as a trial and has been successful. 80% of pupils have already proceeded onto the next level and are more secure in typing. Lesser impact on spelling but will continue monitoring this as we widen the scope of pupils accessing this programme moving into next year.
PP Tracking 50% contribution to CPOMS	£335	To have a system that is robust, chronological and secure that enables staff to record and monitor issues/incidents.	CPOMS is our secure site for recording incidents, referrals, concerns, etc. Staff are confident in its use and it allows us to record chronologically and methodically. Discussions with SLT have taken place about funding pot. It has been

50% contribution to Edukey	£397.50	<p>a proven success and Head and SBM have authorised payments in future from school budget not PP. Area to improve: Teaching staff do not have access to historic reports on their children. Need a meri-lock key purchasing. Looked into £25 each at present. SBM investigating more cost friendly option of using phone as a two-factor identifier.</p> <p>Due to the success of Edukey in relation to SEND we decided as a teaching staff to trial its use for setting and monitoring targets for pupils on the PP register. The trial has lasted a year and has been successful in that it shows better than expected progress of 0.67 and demonstrates impact, pupil and parent voice. It also links in with the format that Blackpool and Calderdale Virtual Schools use to monitor termly. It is however time consuming and sometimes repetitive of information. With workload in mind I will seek further training and advice about this being more manageable.</p>
Spend: £26,0550.50		
Budget:£25021		
Outcome: Overspend of £1034.50. Agreed by Head due to Covid restrictions, positive impact and outcomes.		
No supply costs required.		
All staff have completed monitoring and assessment sheets well. Improved learning support assistant monitoring in blue folders also whilst school life resumed. Monitor. If workload increases or becomes overwhelming provide option within next year's budget.		

Patterns

The numbers of pupils in receipt of pupil premium funding is steadily increasing. We continue to be below national percentages however our awareness drive has resulted in numerous parents asking questions and applying.

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
On Track Reading	Rising Stars
On Track Writing	Rising Stars
Nessy Fingers	Nessy Learning
Number Stacks	Number Stacks
Sounds Right	LINGO
Chatterbox	LINGO
Language Legends	LINGO
Trauma Informed Counselling	Noah's Ark

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Every curriculum leader accessing continuing professional development and in-service training to develop their understanding, subject progression and improvement in outcomes for pupils in receipt of pupil premium funding.
- Utilising grants to train a senior mental health lead. Through this we will continue to develop our pupils' needs and give pupils a voice in how we address wellbeing.