



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	River Mead School
Number of pupils in school	253 total (204 YR-6) 175 in YR-6 mainstream 29 in the Resource base 49 in Nursery
Proportion (%) of pupil premium eligible pupils	104 (51%) YR-Y6 Plus 11 with EY PP (3+) Plus 19 funded 2yr olds
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Austin (Headteacher)
Pupil premium lead	Emma Holton (Senior Teacher)
Governor / Trustee lead	Lesley Shellard (AAG) Jayne Bullock (Trust)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,015
Recovery premium funding allocation this academic year	£29,447
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	£170,462

Part A: Pupil premium strategy plan

Statement of intent

We aim for high attainment and good or better progress for all children, regardless of their starting points and challenges.

We teach each child as an individual, acknowledging the complexity and variation of their disadvantage and how we can best meet their needs through a collective approach and shared responsibility. Through this collaboration combined with parental input, assessments and knowledge of the children, we accurately identify the school-wide challenges that this strategy aims to overcome.

This strategy also considers the needs of other children who are not designated as Disadvantaged but face similar challenges (for example Young carers, those who have social care involvement, those who are financially disadvantaged).

Our approach is centred around quality first teaching that is underpinned by a comprehensive knowledge of the individual children, their families and their needs. When choosing methods of delivery for the core curriculum, we make careful considerations through the lens of our disadvantaged children. This is in order to have the greatest impact on closing the gap in attainment between those who are advantaged and those who are not, whilst also benefitting the non-disadvantaged children in our school.

Our targeted support will also include those children whose education has been worst affected through the pandemic, regardless of Disadvantage. Some of this support will be targeted through the National Tutoring programme supported by a full-time academic mentor and a full-time school-based tutor.

We do not make assumptions about the impact of disadvantage; instead we make use of robust analysis of assessment to determine the common challenges and specific needs. This analysis supports us in selecting appropriate approaches to ensure each child flourishes.

This is achieved by:

- Having high expectations of where learning is pitched and scaffolding to enable achievement for all.
- Intervening responsibly and innovatively at the point of need considering, the whole child holistically.
- Working collaboratively as a whole staff team with diligence and consistency.

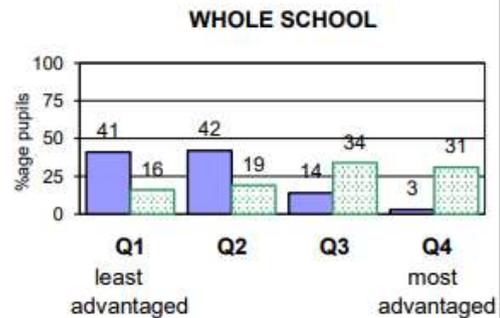
School context

River Mead is smaller than the average-sized primary school located in Melksham, Wiltshire. The school has a 20-place resource base providing specialist provision for pupils with a range of complex needs. Most of these pupils have an education, health and care plan. The local authority places these pupils. The school also has nursery provision onsite for 2 and 3-year-olds. The school is part of The Mead Academy Trust (which is made up of three primary schools) in Wiltshire. It is governed by a board of trustees which has delegated some of its functions to an academy advisory group. The vast majority of pupils are White British, and most pupils speak English as their first language. The proportion of disadvantaged pupils eligible for the pupil premium is well above the national average and is increasing. The proportion of pupils with SEND is also well above the national average.

River Mead School MOSAIC data - April 2019

	School	Wilts primary
Number on roll	206	
% FSM (Nat 14.7%)	36.4	10.2
% SEN (Nat 13.5%)	36.4	16.9
% BME (Nat 32.1%)	13.6	12.7
% EAL (Nat 20.6%)	13.1	6.2
High - Low Status factor	-0.531	0.281
School rank by H-Ls factor	7/200	
School position by %Q1	13/185	

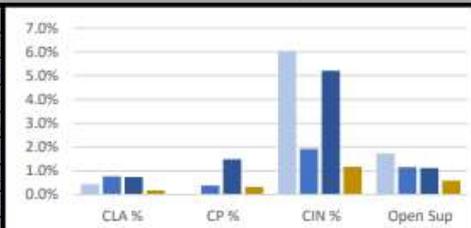
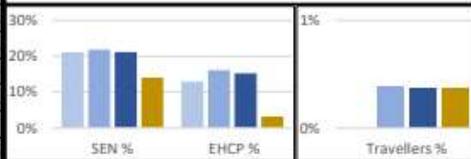
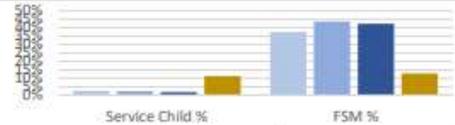
National figures taken from Jan 2018 census data (released June 2018)



Wiltshire school data profile 2021

CONTEXT	Sum '19	Aut '20	Spr '21	Rolling Avg	Wilts
Service (military) children	6	6	5	6	21.94
% Service children compared to No. on Roll	2.59%	2.30%	1.86%	2.25%	11.34%
Free School Meals (FSM)	87	114	114	105	25.00
% FSM compared to No. on Roll	37.50%	43.68%	42.38%	41.19%	12.91%
SEN Support	49	57	57	54	27.26
% SEN Support compared to No. on Roll	21.12%	21.84%	21.19%	21.38%	14.09%
EHCP	30	42	41	38	6.19
% EHCP compared to No. on Roll	12.93%	16.09%	15.24%	14.75%	3.20%
Travellers	0	1	1	1	0.72
% Travellers compared to No. on Roll	0.00%	0.38%	0.37%	0.25%	0.37%

Social Care	Sum '19	Aut '20	Spr '21	Rolling Avg	Wilts
Looked After Children (CLA)	1	2	2	1.67	0.34
% CLA compared to No. on Roll	0.43%	0.77%	0.74%	0.65%	0.17%
Pupils with Care Plan (CP)	0	1	4	1.67	0.64
% CP compared to No. on Roll	0.00%	0.38%	1.49%	0.62%	0.33%
Children in Need (CIN)	14	5	14	11.00	2.27
% CIN compared to No. on Roll	6.03%	1.92%	5.20%	4.38%	1.17%
Open Support	4	3	3	3.33	1.12
% Open Support compared to No. on Roll	1.72%	1.15%	1.12%	1.33%	0.58%



Challenges

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

Challenge number	Detail of challenge
1	<p>Our observations and discussions with staff and children have identified that children's emotional and social development has been disrupted due to partial closures and lockdowns and that this is impacting on children's ability to regulate their behaviour and their readiness for learning. These issues particularly affect Disadvantaged children and those who are otherwise vulnerable (such as those with a social worker).</p> <p>All children (but particularly those who are disadvantaged have also had limited opportunities for cultural experiences through the pandemic.</p>

2	<p>Our assessments, observations and discussions with children and staff suggest that disadvantaged children find it more difficult than their peers to make progress with phonics and engage with reading at home. This has a negative impact on their motivation and development as readers.</p> <ul style="list-style-type: none"> • In the latest internal EYs assessments (June 2021) 53% of Disadvantaged learners reached the Expected standard in reading, compared to 64% non-disadvantaged learners. • In the Year 2 phonics screen in Autumn 2020 only 23% of Disadvantaged learners reached the pass mark, compared with 62% of non-disadvantaged learners. • In the latest internal KS1 assessments (June 2021) only 14% of Disadvantaged learners reached the expected standard in reading, compared to 50% of non-disadvantaged learners. • In the latest internal KS2 assessments (June 2021) only 40% of Disadvantaged learners reached the expected standard in reading, compared to 76% of non-disadvantaged learners.
3	<p>Our assessments, observations and discussions with children and staff suggest that disadvantaged children find it more difficult than their non-disadvantaged peers to make progress with the fluency strand of mathematics and engage with home learning. This has also been negatively impacted on by school closures in the last two years where many children did not attend school or engage with online learning from home.</p> <ul style="list-style-type: none"> • In the latest internal EYs assessments (June 2021) 27% of Disadvantaged learners achieved the Expected standard in number, compared to 42% of non-disadvantaged learners. • In the latest internal KS1 assessments (June 2021) 0% of Disadvantaged learners reached the expected standard in maths, compared to 14% of non-disadvantaged learners. • In the latest internal KS2 assessments (June 2021) 40% of Disadvantaged learners reached the expected standard in maths, compared to 43% of non-disadvantaged learners.
4	<p>Observations and discussions with staff and children have shown that children demonstrate reduced independence and resilience in their learning as a result of interruptions to education through partial closures and poor attendance, which is having a negative impact on their readiness for learning and progress.</p> <p>These issues particularly affect Disadvantaged children and those who are otherwise vulnerable (such as those with a social worker).</p>
5	<p>Observations and assessments have shown that disruptions to education (including pre-school experiences) have had a negative impact on oracy and children’s acquisition of vocabulary, resulting in a widened gap between advantaged and disadvantaged children (and other vulnerable children such as those with a social worker). The impact of this gap can also be seen in writing outcomes across the school:</p> <ul style="list-style-type: none"> • In the latest internal EYs assessments (June 2021) 27% of Disadvantaged learners achieved the Expected standard in writing, compared to 42% of non-disadvantaged learners. • In the latest internal KS1 assessments (June 2020) 14% of Disadvantaged learners reached the expected standard in writing, compared to 76% of non-disadvantaged learners. • In the latest internal KS2 assessments (June 2020) 50% of Disadvantaged learners reached the expected standard in writing, compared to 53% of non-disadvantaged learners.
6	<p>Our attendance data over the last year indicates that the attendance of disadvantaged children has been 3% lower than that of non-disadvantaged children.</p>

	28% of disadvantaged children are persistent absentees compared to 20% of non-disadvantaged children and some of our disadvantaged children are struggling with historic familial persistent absenteeism. Our observations and discussions with staff have identified absenteeism impacting negatively on these children’s ability to retain new knowledge and make the progress needed to catch up with their peers.
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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
To achieve and sustain high levels of self-regulation and improved behaviour across the school ensuring that children are ready to learn and able to make rapid progress.	<ul style="list-style-type: none"> • Qualitative data from discussions with children and staff (and observations in class and at play) evidence improvements in emotional development and regulation • Thrive class assessments show improvements in scores relating to readiness for learning • Classrooms are highly focussed and learning behaviours are strong. Children demonstrate an understanding of the value of scholarship. • From 2024/25 analysis of behaviour shows a trend of significant improvement over time.
Improved reading attainment among Disadvantaged children across the school.	<ul style="list-style-type: none"> • From 2024/25 EYFSP outcomes show that Disadvantaged children make rapid progress in reading. • From 2024/25 Year 1 and 2 Phonics Screen outcomes for Disadvantaged children are high (more than 80% of Disadvantaged Learners meet the Expected Standard). • From 2024/25 Disadvantaged children show strong attainment in reading by the end of KS2 (more than 70% of Disadvantaged Learners meet the expected standard at the end of Year 6)
Improved maths attainment for Disadvantaged children at the end of KS2.	<ul style="list-style-type: none"> • From 2024/25 Disadvantaged children have strong outcomes in Maths by the end of KS2 (more than 80% of Disadvantaged Learners meet the expected standard at the end of Year 6). • Disadvantaged children show strong fluency skills which has a positive impact on their efficiency with problem solving.
To achieve and sustain improved levels of independence and resilience impacting on strong learning behaviours and improved attainment.	<ul style="list-style-type: none"> • There are sustained high levels of independence and resilience from 2024/25 which are demonstrated by: <ul style="list-style-type: none"> ○ Classroom observations and discussions with staff and pupils.

	<ul style="list-style-type: none"> ○ Enhanced access to learning for disadvantaged children impacting on higher rates of progress.
To improve oracy, standard spoken English and acquisition of vocabulary, leading to an impact on higher attainment in reading and writing.	<ul style="list-style-type: none"> ● Discussions with staff and children show that all children use standard spoken English. ● The vocabulary gap is reduced meaning that children have learnt and can apply age-appropriate tier 2 vocabulary. ● Writing outcomes from 2024/25 show strong attainment (more than 70% of Disadvantaged children meet the expected standard).
To achieve and sustain improved attendance for all children and particularly our disadvantaged children.	<ul style="list-style-type: none"> ● Sustained high levels of attendance from 2024/25. ● By 2024-25 persistent absenteeism is reduced for all children but particularly for our disadvantaged learners. ● From 2024/25 there is evidence of a break in the cycle of persistent absenteeism for families and children are making good progress.

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing and continuing to develop our Synthetic Systematic Phonics scheme: Read Write Inc. Phonics.</p> <p>This is a DfE Validated Systematic Synthetic Phonics programme and is intended to secure stronger phonics teaching for all children through high quality resourcing, progressive structure and high quality continuing professional development for those who deliver the programme and for leaders.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Purchasing and continuing to develop the implementation of Maths - No Problem!</p> <p>The Maths — No Problem! Primary Series was assessed by the DfE’s expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of ‘mastery’ (usually 80% to 90% on the relevant test).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

	https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
<p>Taking part in the NCETM's Mastering Number project to ensure the development of strong number sense. Access to the programme is fully funded by the Maths hub but we will fund the costs to release staff to attend CPD and engage in the Work group. We will also purchase additional resources to ensure its success across EYs and KS1.</p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	3
<p>Purchasing and implementing the Number Sense programme to support fluency in number facts in Year 3 (including purchase of resources and continuing professional development for staff).</p>	<p>The programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. 7 key research principles underpin the programme.</p>	3
<p>Continuing to develop strong subject leaders who impact on the quality of the implemented curriculum for Disadvantaged Learners.</p> <p>This will involve high quality CPD, ongoing coaching and regular reviews with school and Trust leaders, Academy Advisors and Trustees.</p>	<p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</p> <p>Inspectors will explore:</p> <ul style="list-style-type: none"> • how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points • how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills 	2, 3, 5

	<ul style="list-style-type: none"> • how the curriculum has been designed and taught so that pupils read at an age-appropriate level. 	
<p>Purchasing and administering high quality diagnostic assessments to ensure that Disadvantaged children’s needs are well understood and can be closed rapidly.</p>	<p>The EEF recommend using high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>Integrating formative assessment into classroom teaching strategies will help ensure that teaching is appropriately targeted and that pupil needs are identified.</p> <p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 3
<p>Ensuring consistent use of language structures and explicit vocabulary teaching across the school through use of Tower Hamlets language structures (which is designed with EAL learners in mind but is in place for all children across the school).</p> <p>Ensuring consistent use of Word Aware as a whole school approach to support the vocabulary development of all children. Focused on whole class learning, the programme is of particular benefit to Disadvantaged Learners.</p> <p>Included here is the cost of Continuing Professional development for staff and resourcing to ensure effective delivery in classes across the school.</p>	<p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EAL pedagogy as outlined in ‘Excellence and Enjoyment: learning and teaching for bilingual children in the primary years’, (DCSF Ref 0013-2006PCK-EN) explains how EAL children become fluent in ‘basic interpersonal communicative skills’ (playground or social talk) within two to three years but it can take five years or longer to catch up with mono-lingual peers in the development of cognitive and academic language. ‘The ability to use language for academic purposes together with cognitive development (the development of thinking and learning skills) is the key to realising educational potential’ p9 Unit 1 Planning and assessment for language and learning.</p> <p>https://www.themeadtrust.org/wp-content/uploads/2019/09/Tower-Hamlets-Language-Structures-2.pdf</p> <p>Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children’s latter reading development. Vocabulary relates to reading comprehension, but impacts equally on</p>	5

	<p>curriculum areas that require specific word knowledge such as mathematics and science.</p> <p>Waldfoegel and Washbrook, (2010) found a two-year gap at aged 5 years between the wealthiest and the poorest. And as Ford-Connors and Paratore (2015) highlight ‘students who enter classrooms with a low store of vocabulary knowledge are unlikely to acquire complex knowledge through simple exposure’.</p> <p>http://thinkingtalking.co.uk/word-aware/</p>	
<p>Continuing class-based Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.</p>	<p>Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts.</p> <p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p>	1, 4
<p>Embedding a rigorous Monitoring, Evaluation and Review cycle which enables teachers, TAs and leaders at all levels to track the progress of disadvantaged children, understand their experiences of school and act to make changes, where needed.</p> <p>This will involve support from the Trust leaders and Trustees, coaching for teachers and leaders, regular progress reviews, visits to lessons and</p>	<p>Supporting staff, monitoring progress, solving problems, and adapting strategies will help with the successful implementation of new approaches:</p> <ul style="list-style-type: none"> • Adopt a flexible and motivating leadership approach during the initial attempts at implementation. • Reinforce initial training with follow-on coaching within the school. • Use highly skilled coaches. • Complement expert coaching and mentoring with structured peer-to-peer collaboration. • Use implementation data to actively tailor and improve the approach. • Make thoughtful adaptations only when the active ingredients are securely understood and implemented. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	All
<p>Further improve the use of feedback for all staff by investing in this as a focus for INSET day in January, making use of findings within EEF report alongside ‘Walkthrus’.</p>	<p>Done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where teacher wants them to be. When used effectively, feedback can accelerate a child’s progress by 6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	2, 3, 4, 5

Develop staff use of questioning as a tool to enhance feedback further through the use of instructional coaching and 'Walkthrus'.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>At River Mead we have a full-time Academic Tutor and a full-time Academic Mentor in 2021-22.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 3, 4, 5
<p>Introducing Read Write Inc Fresh Start as an intervention targeted at KS2 children (Year 5 and 6) who require significant support with reading fluency to catch up with their peers.</p> <p>This will involve purchasing materials</p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 4

and enabling training for staff to assess children and deliver the programme.		
Deliver daily 1:1 phonics intervention across Reception, Y1 and Y2 to ensure gaps close as soon as they develop. To be delivered by trained RWI tutors.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Deliver NELI intervention for children in Reception with language gaps.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
Deliver systematic phonics programme teaching to children in lower KS2 (RWI) to enable them to catch up with their peers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to support accreditation and ongoing professional development of ELSA sessions for children who need targeted support with their social and emotional development.</p> <p>ELSA is an initiative developed and supported by educational</p>	<p>The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 4, 6

<p>psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p>		
<p>Continuing class-based and individual interventions using Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.</p>	<p>Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts.</p> <p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p>	<p>1, 4, 6</p>
<p>Continuing to build on our Nurtured Learning offer which benefits some of our Disadvantaged children who need alternative access to the curriculum and personalised learning plans using Thrive approaches.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	<p>1, 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve continuing professional development and</p>	<p>This guidance from the DfE gives advice to schools to support them to improve school attendance. It has been informed by:</p> <ul style="list-style-type: none"> • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance 	<p>6</p>

<p>release time for staff to develop and implement effective procedures and monitor their impact. We will also develop the role of attendance mentors to work with individual children and families to improve their attendance.</p>		
<p>Ensuring that whole school approaches to behaviour and de-escalation strategies are consistently applied across the school. This will impact on helping to reduce fixed-term exclusions and enable more secure self-regulation strategies for our Disadvantaged children.</p> <p>This will involve regular whole staff training, leadership oversight, coaching and supervision.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	1
<p>Contingency fund for acute emerging issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £170,462

Part B: Review of outcomes from 2020-21

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum and therefore the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our analysis of the main reason for not meeting our objectives is the impact of the COVID-19 pandemic on gaps in education, interruptions to social and emotional development and widened gaps in terms of fundamental skills, school attendance habits and vocabulary acquisition. School closures over the past 2 years have been most detrimental to our Disadvantaged learners and they were not able to benefit from the improvements to teaching and learning and targeted interventions to the degree with which we had intended

Throughout school closures we strived to maintain a high-quality curriculum offer for all children, through the use of live teaching sessions and Seesaw online learning platform. Engagement with this was limited for our most disadvantaged families, even when supported with devices and technological help to get online.

Overall absence in 2020/21 was higher than in the preceding 3 years at 7.7% (compared to 3.7% national). Persistent absence was also much higher at 25.1% (against 9.9% national). This can be attributed in part to many children from our Complex Needs Resource base not taking their school place during the lockdown last year; as they had an EHCP they were marked as absent (many of these were Disadvantaged learners). During periods of partial closure there were also several disadvantaged children from the mainstream school who did not attend school although a place was made available for them and this also impacted on our attendance figures. Authorised absence was at 6.8% (compared to 2.6% national) which also includes high levels of sickness absence, whereas unauthorised absence was at 0.9% (compared to 1.0% national). This continues to be a significant area for improvement and so attendance and emotional development will have high priority in the new 3-year plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, in ensuring that children are ready and able to access learning successfully.

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
Maths – No Problem!	Maths – No Problem!

Read Write Inc	Ruth Miskin
Cornerstones Curriculum Maestro	Cornerstones

Further information (optional)

Additional activity

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

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- supporting Disadvantaged children to access enrichment opportunities such as trips, visits and residential.