

# Perryfields Primary PRU 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. Given the nature of our school and the timing of the school census returns we are expecting that over the course of the year our allocation will rise significantly – as it has in previous years. Therefore, our budgeting may seem high but we are considering our unique situation.

## School overview

Detail	Data
Perryfields Primary PRU	
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	29/11/2021
Date on which it will be reviewed	29/11/2022 – Annual data and progress update
Statement authorised by	Mr Pete Hines (Headteacher)
Pupil premium lead	Mr Pete Hines (Headteacher)
Governor / Trustee lead	Ian Sweatman (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2728
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£4228</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Perryfields Primary PRU Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. In addition to this, Children Looked After (CLA), Previous Children Looked After (PCLA) and those of services families also receive government subsidies that are included within this strategy. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning.

Given the profile of the pupils demonstrated in the information below and the need to implement a Recovery Curriculum following the pandemic we commit some of the funding to supporting pupils at risk of or diagnosed with mental health disorder so they flourish in our community and achieve their potential. We have a duty to ensure best value for money and our strategy is reflective of this.

Our strategy plan works towards achieving these aims via the following methods:

### 1. Quality First Teaching and Whole School Approach:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Collaborative Learning</b></p> <p>Learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p>	<p>Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p>
<p><b>b) Feedback/Assessment for Learning</b></p> <p>Information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies. The focus for this year and beyond is around teachers applying assessment for learning techniques to close gaps in learning.</p>	<p>This will lead to accelerated progress in students' learning. Feedback leads to pupils achieving the next steps in their learning.</p>

<p><b>c) Meta-cognition and self-regulation</b></p> <p>This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p>	<p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p>
<p><b>d) Mastery Learning</b></p> <p>Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p>	<p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress. As part of our curriculum intent there is an emphasis on retrieval and committing learning to long term memory.</p>
<p><b>e) Phonics</b></p> <p>An approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p>	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p>
<p><b>f) Reading Comprehension Strategies</b></p> <p>Improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>Raised attainment and improved progression in Reading which will prepare pupils to achieve across the whole curriculum. The Recovery Curriculum identifies this as a priority and individual gaps in learning have been identified and actioned via whole class teaching and intervention programmes.</p>
<p><b>g) SEMH Support</b></p> <p>We have invested in supporting our pupils vulnerable to mental health and social wellbeing disorder. We have done</p>	<p>Pupils are at a greater risk of mental health disorder due to adverse childhood experiences. We have invested in</p>

this by providing services that support pupils with the 5 Ways to Wellbeing.

training members of staff to fully embed the whole school approach to SEMH and apply protective factors for our pupils. This training is funded by the recovery catch up premium and the impact will be measured in terms of the pupil's:

- Connection and relationships with their peers
- Levels of physical activity
- Learning – additionally discovering interests and talents
- Self-awareness – recognising and adopting strategies around feelings, self-regulation, resilience, self-care and emotional intelligence

## 2. Targeted Support:

Chosen Action/Approach	Rationale for Choice
<p><b>a) THRIVE Intervention</b></p> <p>This intervention is aimed at supporting pupils and families with applying the whole school SEMH principles. The individuals will have been identified as vulnerable to possible mental health disorder due to adverse childhood experiences or the presence of significant risk factors. The intervention will centre on individual need and aim to reduce anxiety/depression using specific strategies.</p>	<p>SEMH provision at a universal whole school approach level as well as providing personalised support as a protective factor for pupils at risk of underachievement. This is mainly regarding regulation of emotions to avoid expression through behaviours such as low-level disruption, anti-social activities, aggression and bullying. The work of our THRIVE Leader will promote pupil engagement and the acquisition/embedding of appropriate learning attitudes and behaviours. The approach will aim to enable the pupils to be ready to access learning.</p>
<p><b>b) Digital Technology</b></p> <p>The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p>	<p>The school intent is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use</p>

<ul style="list-style-type: none"> <li>- Programmes for students, where learners use technology in problem solving or more open-ended learning, and</li> <li>- Technology for teachers such as interactive whiteboards</li> </ul>	<p>the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children and in closing the gaps in learning for all.</p>
<p><b>c) Small Group or 1:1 Tuition</b>  Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p>	<p>We invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Baseline assessments upon return to school have identified gaps in learning to be considered when planning whole class lessons. However, individuals have been selected for small group and individual support if they demonstrate a significant lack of progress in relation to their peers.</p>
<p><b>d) Speech and Language Intervention</b>  Oral language approaches include:</p> <ul style="list-style-type: none"> <li>- Use of a Speech Therapist for pupils with SEND.</li> <li>- Targeted reading aloud and discussing books with young children.</li> <li>- Explicitly extending pupils' spoken vocabulary.</li> <li>- The use of structured questioning to develop reading comprehension.</li> </ul>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school.</p> <p>The Recovery Curriculum has a specific focus on language and communication within KS1 as the youngest children have not had their Early Years entitlement.</p>

### 3. Other Approaches:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Parental Involvement</b></p> <p>Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p>	<p>There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils had lower attendance than their peers and although data indicates a significant improvement in this area we are aware of the need to embed our strategies and work with families.</p> <p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children’s learning and offer support with social and emotional needs.</p>
<p><b>b) Educational Visitors, Trips and Extra Curricular Clubs</b></p> <p>Educational visits and extra curricular clubs provide the children with real life experiences and opportunities to engage in activities that they may not get at home. Our programme of visits, visitors and extra curricular clubs aim to improve the quality of education and enable pupils to discover interests, talents, SMSC and a love for lifelong learning.</p>	<p>Evaluations and monitoring carried out within school has identified that in normal circumstances our Pupil Premium families financial circumstances present them with challenges around providing their child with a wide range of opportunities and/or experiences. This has been further highlighted by lockdown and the pandemic circumstances have also led to Non-Disadvantaged children experiencing this. Public Health guidelines have prevented the school from organising educational visits or have specialists coming to visit the children. Therefore, for both academic and personal development outcomes we are committed to supporting all families financially as more visits are arranged.</p>

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have identified these for our permanently excluded pupils, but historically the profile is similar for the children who attend our 6-week PIP course. Our analysis of vulnerability profile indicates that 100% of Pupil Premium children have at least one vulnerability/challenge from the list below.

Commentary may include reference to the impact of the pandemic on Non-Disadvantaged pupils as well so that indications are given as to the allocation of Recovery Premium funding.

Challenge number	Detail of challenge: Data is from 2020-2021 unless otherwise specified
1	<p><b>Diagnosed SEND (Level 2 or above) – 100%</b>  <b>Overall SEND – 100% of Pupil Premium children are also SEND</b></p> <p>All of our Pupil Premium children also have special educational needs that leave them even more vulnerable to underachievement in relation to their peers. In addition to this, there are Non-Disadvantaged SEND pupils who due to remote learning may not have had specific interventions that they require to meet their needs.</p>
2	<p><b>Adverse Childhood Experiences – Social, emotional and mental health</b>  <b>100% of PP children have had an adverse childhood experience</b></p> <p>A significant number of our pupils (Pupil Premium and Non-Disadvantaged) became more vulnerable to developing mental health disorder during the pandemic as risk factors increased (eg family mental health, financial issues, lack of connection with peers, being active, learning new things etc). Upon return to school, every child was individually considered and assessed where necessary regarding mental health. The challenge for the school is in providing a whole school approach to SEMH and intervention programmes for those that indicate signs of potential mental health disorder but who do not yet meet the threshold for diagnosis or specialist health support. The Recovery Curriculum and SEMH provision continues to target support for these pupils.</p>
3	<p><b>Attendance and punctuality</b></p> <p>Due to a commitment of working with families and implementing the process of challenging persistent absence the school has exceptional attendance outcomes with the figures well above other PRUS and broadly in line with national mainstream. However, given the importance of attendance we continue to view it as a challenge as the approach to promoting attendance and punctuality requires day to day embedding of culture. In addition to this, pupils joining us on Section 19 usually integrate on a part time table so much of our time is spent supporting them with attitudes to school and facilitating attendance.</p>

4	<p><b>Safeguarding concern</b>  <b>75% of PP have a safeguarding concern</b></p> <p>Our previous strategy and ongoing analysis indicates a large percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. This % is even more significant when compared with non-disadvantaged pupils. The Recovery Curriculum, SEMH provision and additional staffing and training continues to ensure high quality support for these pupils.</p>
5	<p><b>Barriers to Remote Learning</b></p> <p>As a school we have analysed and evaluated the remote learning provision and are pleased to report that parents, staff and pupils felt that it was successfully implemented. However, we are also aware that by the pure nature of it, as opposed to face-to-face classroom learning there are barriers such as:</p> <ul style="list-style-type: none"> <li>- Poorer pupil engagement in learning</li> <li>- Access to appropriate resources for all pupils</li> <li>- Pressure on families</li> <li>- Staff wellbeing and workload</li> <li>- Staff absence and/or shielding/isolation</li> <li>- ICT resources in school</li> <li>- Access to teacher CPD to facilitate remote learning</li> <li>- ICT systems incorporating the various styles of learning</li> <li>- Teacher's ability to address misconceptions quickly/provide feedback</li> </ul>
6	<p><b>Achievement across the curriculum</b></p> <p>Historically, at a national level disadvantaged pupils do not achieve in line with their peers in core subjects such as English and Maths and also across the wider curriculum. By providing them with targeted support and enrichment activities that enable them to boost their self-esteem by discovering interests and talents, we aim to close the gap. Our achievement data picture is that our Pupil Premium children attain and make progress broadly in line with non-disadvantaged but this continues to be a priority.</p>

## 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. There are some outcomes that refer directly to targets in relation to our Pupil Premium children. Other intended outcomes should be read as for all pupils, especially those identified as needing specific recovery intervention such as SEMH support.



Intended outcome	Success criteria
<p>The progress of all groups including the Pupil Premium children is high across all subjects from the core to the wider curriculum.</p>	<p>We aim for our pupils to access the national assessments (Phonics Test, KS1 SATS, Multiplication Tables Test, KS2 SATS). Our key success criteria includes:</p> <ul style="list-style-type: none"> <li>- Data indicates better than average progress for Pupil Premium children from prior attainment in English and Maths in comparison with their peers in school and nationally.</li> <li>- Pupil Premium children perform at least in line with the non-disadvantaged pupils in school and nationally – whether that be an attainment or progress measure.</li> </ul> <p>Internal data gathered from our assessment system and via monitoring indicates pupils are making progress and achieving well in comparison with their peers across the curriculum. The challenging target is 6 points (4 points being in line progress) for each subject. Internal and external data indicates that pupils have successfully closed gaps in learning.</p>
<p>To develop the knowledge of pupils' individual social and emotional needs (SEMH) which affect their learning and improve their readiness to learn. This includes promoting self-confidence strategies and also raising awareness of potential self-care strategies around SEMH.</p>	<p>Pupil voice indicates that they feel supported by their peers and adults in maintaining a positive mental health. Behaviour logs, PSPs, IEPs and individual data indicates an improvement in the pupil's behaviour and/or that they are applying protective factors to access learning. Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring.</p>
<p>Providing an extensive range of enrichment opportunities within the wider curriculum so that pupils discover talents and interests and foster lifelong learning and habits.</p>	<p>Monitoring data demonstrates that Pupil Premium pupils are engaging in enrichment activities to discover interests and talents.</p>
<p>To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children. This includes a focus on Section 19 pupils, taking account of their individual circumstances.</p>	<p>Pupil Premium attendance overall is 96% or above and falls at least in line with non-disadvantaged pupils. There are no Pupil Premium children who are defined as persistent absentees.</p>

	Over time, Section 19 pupils demonstrate improved attendance from their baseline mainstream school attendance figures.
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Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children.

As part of this process we are aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as:

- Pupil Progress Meetings
- Book Scrutiny
- Data Analysis
- Learning Walks
- SEND Assessment
- Lesson Observations
- Pupil Voice
- Governor Visits

This data is used to inform our future Pupil Premium Strategy.

## 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 funding will be used to supplement our budget allocations mainly within:

- Achievement in core subjects – closing the gaps in learning
- Achievement in the wider curriculum – enrichment
- Personal development – mainly Social, Emotional and Mental Health
- Individualised support – SEND needs that require an increase in support outside of SEND funding
- CPD within core priorities – curriculum, teaching, learning, assessment and SEMH

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

Budgeted cost: £6540

Activity	Evidence that supports this approach References: - <b>EEF Toolkit Categories</b> - <b>Identified Challenges</b>	Challenge number(s) addressed
Phonics Scheme Resources Extra resources to provide specific support for individuals	<b>£250</b> Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning	1 5 6
Quality 1 <sup>st</sup> Teaching CPD for SEND/PP	<b>£4900</b> CPD: Quality first teaching regarding targeted support for SEND and PP, without overly differentiating their personalised curriculum will aid closing gaps in learning. In light of the pandemic quality assessment for learning has been reinforced with all staff via CPD and monitoring. CPD Sessions: Read/Write/Inc, Subject Leadership, Curriculum, Quality of Education, Safeguarding, SEND Offer, Cyber Safety, Team Teach. SEND Phonics and Reading Comprehension Mastery Learning Collaborative Learning Feedback/Assessment for Learning Digital Technology Barriers to Remote Learning	1 5 6
Mental Health Leader – Trauma Informed CPD	CPD - <b>£400</b> SEMH Meta-cognition and self-regulation Parental Involvement Collaborative Learning Peer Tutoring ACEs and Trauma	2 4 6
PSHE Curriculum – Jigsaw Scheme to focus on recovery curriculum issues of:	<b>£990</b> Mastery Learning Feedback/Assessment for Learning	2 4 6

Mental Health, Sex and Relationships and Digital Safety	SEMH Collaborative Learning Peer Tutoring Remote Learning	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £6650**

<b>Activity</b>	<b>Evidence that supports this approach</b> <b>References:</b> - <b>EEF Toolkit Categories</b> - <b>Identified Challenges</b>	<b>Challenge number(s) addressed</b>
Tutoring 1:1 and Group Recovery and Closing Gaps in Learning	Staffing: 2 x Additional Part Time TAs <b>£4500</b> Reading, Writing and Maths Intervention Programmes to close gaps in learning across the whole school, based on pupil progress from previous baselines and vulnerability factors. Mastery Learning Collaborative Learning Feedback/Assessment for Learning Digital Technology Meta-cognition Peer Tutoring	1 6
SEMH Leader Whole School Approach and Recovery Curriculum	<b>Resources - £750</b> SEMH Meta-cognition and self-regulation Parental Involvement Peer Tutoring ACEs and Trauma	1 2 4 5 6
THRIVE Interventions and Training	<b>£1400</b> SEMH Meta-cognition and self-regulation ACEs and Trauma	1 2 4 6

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

**Budgeted cost: £11900**

<b>Activity</b>	<b>Evidence that supports this approach</b> <b>References:</b> - <b>EEF Toolkit Categories</b> - <b>Identified Challenges</b>	<b>Challenge number(s) addressed</b>
Educational Visits and Enrichment Subsidy	<b>Total = £7500</b> Educational Visitors, Trips and Extra Curricular Clubs SEMH Mastery Learning Collaborative Learning	2 3 6
Specialist Music provision within the curriculum	<b>£1500</b> Mastery Learning Feedback/Assessment for Learning SEMH Collaborative Learning Peer Tutoring	2 6
Digital Education Platform within the website to support remote learning and homework	<b>£2000 Specialist Support</b> Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning Digital Technology Barriers to Remote Learning	3 5 6
Education Welfare Officer	<b>£900</b> Parental Involvement SEMH ACEs and Trauma	2 3 4

<b>Strategy</b>	<b>Cost £</b>
Teaching	6540
Targeted Academic Support	6650
Wider Strategies	11900
<b>Total Budgeted Cost</b>	<b>25090</b>
<b>Income</b>	<b>4228</b>

<b>Overspend</b>	<b>20862</b>
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The overspend is manageable within our budget and we will continue to prioritise the pupils SEMH and academic achievement. There will be some strategies where there is flexibility in terms of continuing them if affordability is there (for example tuition, teaching assistant allocation). In addition to this, the spend on further PSHE resources will not be necessary in future years so we are comfortable with the overspend and its value for money. Furthermore, the historic picture of extra income (on average approximately a further £12000) will offset the overspend.

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity and extra support during the remote learning period had on pupils in the 2020 to 2021 academic year.

#### Attendance and Punctuality:

The figures for 2020-21 have been badly affected by the Covid pandemic but are useful when comparing Pupil Premium with non-disadvantaged children.

	Overall Attendance %
Whole School	71.8
Pupil Premium	74.9

The % gap between Pupil Premium and the whole school has closed over this academic year as pupils are targeted for intervention and support where necessary at an early stage via the attendance policy procedures. The PP persistent absenteeism being higher was due to specific individuals having to shield because of health vulnerability and others actually isolating due to themselves or family members testing positive. The provision of Education Welfare services have enabled the school attendance to be higher than national figures.

#### Achievement of Pupil Premium:

Due to the impact of the Covid 19 pandemic, the government cancelled all exams in England in summer 2021. This included SATs at Y6 and Y2. The Y4 times tables check was also cancelled. Therefore, there are no external data to measure progress against. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was most affected in writing achievement due to the school closures. On average, this was not significant 5.4 points progress compared to 5.8 in reading and maths but it was for a few individuals.

Our whole school priority on reading for pleasure and pupil engagement in independent reading is reflected in the fact that our PP children's achievement in reading was broadly in line with non-disadvantaged pupils.

Within maths, our curriculum centred on number fluency and problem solving/reasoning. Upon the return to school all of our pupils, including the disadvantaged were performing in line with expected progress. We continue to support

pupils through high quality first teaching and specific interventions where necessary to close gaps in learning.

Our Pupil Premium children who are also SEND did miss out on receiving their allocation of intervention programmes at times and to a certain extent, support within remote learning. Upon the return to school baseline assessment has ensured our pupil's IEPs continue to be specific to their needs. Some of the Catch Up Premium and Pupil Premium will be used to close any new gaps in learning that have developed. This is through 1:1 tuition, small group intervention and all other aspects mentioned in the quality first teaching and whole school approach section of our strategy.

### **Digital Technology**

We ensured that DfE laptops were claimed and, together with additional school laptops and devices we ensured all disadvantaged pupils (and those without the necessary facilities) were able to access remote learning, thus removing one of our identified challenges. Due to the high vulnerability of our pupils the overwhelming majority continued to attend school, except when in self isolation.

### **SEMH – Forest School, Pastoral Leader, Whole School Approach - 5 Ways to Wellbeing**

Our vulnerability assessments and observations indicated that pupil behaviour, wellbeing and mental health were not significantly impacted last year, primarily due to our pupil's high attendance in school (due to vulnerability). Our profiles of every pupil indicate that there was a high prevalence of them experiencing Adverse Childhood Experiences during the reporting period, but this is no different to previous strategies. became more susceptible to risk factors associated with mental health disorder.

We used pupil premium and recovery funding to provide wellbeing support for all pupils, both on and off-site and targeted interventions where required. We have a proven track record in having a positive impact on parental engagement and in supporting unique adverse family situations. Our practice is designed around ensuring protective factors are applied to reduce the negative impact of risk factors. Our vulnerability profile of our pupils indicates a proportion of pupils have become 'possible mental health disorder' rather than 'probable' or 'diagnosed'.

Educational visitors and trips were greatly affected by Public Health guidelines in relation to the pandemic. Our pupils missed out on some of the first-hand learning opportunities and experiences and our strategy reflects our commitment to closing these gaps as well.

During school closures, some of our capacity in terms of adult resource was spent supporting the emotional well-being and mental health of the adults in the family. Home visits and regular phone calls with follow up actions providing individual support were



well received by our disadvantaged and vulnerable families. Adult capacity also had to manage the increased referral to early help provision and signposting to local authority support.

A vital part of applying the 5 Ways to Wellbeing our trauma informed practice and forest school commitment (in partnership with Brockhampton Primary School) and lessons show pupils are achieving well regarding their acquisition of key skills such as:

- Connection: healthy relationships and interaction with one another
- Self Awareness: pupils tell us that they enjoy learning about nature and using their senses to discover things about the environment
- Be Active: children are spending a greater proportion of the school day learning outside. Pupil voice indicates they enjoy this approach and Public Health advice indicates that health professionals believe this to have a great impact on mental health and social wellbeing
- Life skills: a key part of becoming active citizens our practical approach to learning and forest school provision enables pupils to achieve at least age appropriate life skills.

## Externally provided programmes

Programme	Provider
SEMH Support and CPD	THRIVE
SEMH Support and CPD	Trauma Informed Schools
Phonics – DfE accredited programme	Read, Write, Inc
PSHE Scheme of Work	Jigsaw

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A for 2020-2021
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2020-2021

