



Brixworth CEVC Primary School

Pupil Premium Strategy Statement 2022 to 2025

“Our values are Aspiration, Inclusion, Respect, Excellence. We believe it is possible to treat every child as an individual and to make every pupil feel special. The structure and organisation of our school has been designed to achieve this”

“Children are at the heart of every decision we make to ensure that they are happy and confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.”

1.0 Statement of intent

Brixworth CEVC Primary School is committed to provide a happy, safe and stimulating environment for all children, providing them with the opportunity to achieve their full potential. Working in partnership with the community we aim to create an environment where all children feel valued and develop the necessary skills and attributes to prepare them for their future and inspire them to become lifelong learners. Brixworth CEVC Primary School adopts a whole school approach with all being empowered and accountable for our pupil premium pupils. Barriers to learning are quickly recognised from entry which in turn allows us to address issues and quickly provide any necessary support. Our Pupil Premium strategy starts with excellent Quality First Teaching where high expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect. This is followed with bespoke and targeted support so as to ensure Pupil Premium children achieve their potential.

2.0 School Contextual Overview

School Name	Brixworth CEVC Primary School		
Academic Year	2022 to 2023	2023 to 2024	2024 to 2025
Number of Pupils in school	484	488	492
Number and Proportion of disadvantaged pupils	63 (13%)		
Total Pupil premium allocation (£)	£97,825		
Academic year or years covered by statement	September 2022 to July 2025		
Publish date	September 2022	September 2023	September 2024
Review date	July 2023	July 2024	July 2025
Statement authorised by	Neil Tyler	Neil Tyler	Neil Tyler
Pupil Premium lead	Sharon Marsh	Sharon Marsh	Sharon Marsh
Governor Pupil Premium lead			

3 Year Pupil Premium Data

	(Cohort) Pupil Premium	Reading Ex- pected+	Reading Greater Depth	Writing Ex- pected+	Writing Greater Depth	Maths Ex- pected+	Maths Greater Depth	Com- bined Ex- pected+	Com- bined Greater Depth
2019/ 2020 Results KS1	(50) 3	86% 67%	40% 0%	74% 67%	22% 0%	84% 67%	32% 0%	70% 67%	16% 0%
2020/2021 Results KS1	(60) 8	81% 50%	38% 0%	68% 50%	25% 0%	83% 50%	43% 13%	65% 38%	23% 0%
2021.2022 Results KS1	62 11	78% 54%	26% 9%	70% 45%	10% 9%	79% 73%	29% 9%	66% 45%	10% 9%
2019/ 2020 Results KS2	(50) 17	94% 83%	44% 24%	94% 65%	30% 12%	90% 82%	46% 35%	86% 65%	24% 12%
2020/21 Results KS2	(56) 19	86% 84%	45% 26%	89% 89%	11% 5%	84% 84%	29% 37%	80% 84%	18% 5%
2021/22 Results KS2	(51 not PP) 11	86% 73%	49% 18%	92% 73%	29% 9%	86% 91%	31% 18%	78% 55%	18% 9%

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

Three-year Priorities:	End of three Year outcomes:	Link(s) to SDP:
Attainment and progress	Children in receipt of pupil premium grant as well as all other cohorts are at least in line with other children nationally in reading, writing, maths and phonics.	
Attendance	Increased attendance rates for pupils eligible for pupil premium, to reach at least 97%.	
Parent engagement	All parents of children in receipt of pupil premium grant to attend events, workshops, review meetings and parent's evenings.	
Mental Health and well-being	Children in receipt of the PPG access support to target their social, emotional and mental needs and ensure early intervention is achieved.	
Enrichment	All children in receipt of the pupil premium grant participate in at least one extra-curricular club (dependent on age/development) and access all enrichment opportunities provided to both pupils who are PP and non-PP.	

Planned Impact/ Targets Towards Long Term Outcomes 2022-23

- All pupil premium children achieve at least expected progress in line with their peers.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.
- Increased attendance rates for individual children eligible for pupil premium, to reach at least 96% (in line with non-PP children)
- All pupil's in receipt of the PPG will be able to access an extra-curricular activity (appropriate to their age and development) if they wish to do so.
- To provide increased enrichment opportunities for disadvantaged pupils
- All pupil's in receipt of the PPG who have specific SEMH needs will access support to remove barriers to learning.
- To ensure all parents of pupil's in receipt of the PPG attend parent's evenings, workshops and meetings as provided by the school.

Planned Impact/ Targets Towards Long Term Outcomes 2023-24 (To be confirmed)

- All pupil premium children achieve at least expected progress in line with their peers.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.
- Increased attendance rates for individual children eligible for pupil premium, to reach at least 96% (in line with non-PP children)
- All pupil's in receipt of the PPG will be able to access an extra-curricular activity if they wish to do so.
- To provide increased enrichment opportunities for disadvantaged pupils
- All pupil's in receipt of the PPG who have specific SEMH needs will access support to remove barriers to learning.
- To ensure all parents of pupil's in receipt of the PPG attend parent's evenings, workshops and meetings as provided by the school.

Planned Impact/ Targets Towards Long Term Outcomes 2024-25 (To be confirmed)

- All pupil premium children achieve at least expected progress in line with their peers.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.
- Increased attendance rates for individual children eligible for pupil premium, to reach at least 96% (in line with non-PP children)
- All pupil's in receipt of the PPG will be able to access an extra-curricular activity if they wish to do so.
- To provide increased enrichment opportunities for disadvantaged pupils
- All pupil's in receipt of the PPG who have specific SEMH needs will access support to remove barriers to learning.
- To ensure all parents of pupil's in receipt of the PPG attend parent's evenings, workshops and meetings as provided by the school.

Challenges to future attainment (for pupils eligible for PP, including high ability)

1	<p>A number of PP children this year were below the expected standard in writing: Overall 38% of PP pupils are below ARE in writing compared to 19% of non-PP. % or pupils who are ARE in writing in Foundation stage – 80%, Year 1 – 60%, Year 2 – 45%, Year 3 – 50%, Year 4 – 83%, Year 5 – 63%</p> <p>A number of PP children this year were below the expected standard in reading: Overall 34% of PP pupils are below ARE compared to 15% of non-PP pupils. Some of these pupils do not always read at home.</p> <p>PP Pupils who are ARE in reading Foundation – 80%, Year 1 – 70%, Year 2 – 55%, Year 3 – 60%, Year 4 – 83%, Year 5 – 63%</p>
2	<p>A significant number of PP children at the end of KS2 this year did not achieve the GDS in reading (49% non-PP achieved GDS compared to 18% PP) and writing (9% of PP pupils compared to 30% non- PP).</p>
3	<p>A number of children enter school in Foundation Stage with poor oral language skills, as well as speech and language difficulties.</p>
4	<p>A number of our disadvantaged children have emotional and mental health difficulties; including attachment needs, which may impact on their academic progress and ability to access teaching and learning,</p>
5	<p>Some low-income families find it hard to afford extra enrichment activities and access appropriate support so pupils can reach their potential.</p>
6	<p>A number of disadvantaged children have suffered adverse childhood experiences (ACE's), which impacts on their ability to reach their potential.</p>
7	<p>Attendance of PP pupils compared to non-PP pupils shows variation (0.7%)</p>

2022 to 2023:

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- We ensure that teaching and learning opportunities meet the needs of all the children in school.
- Our teaching practices are based on sound academic research with a track record of proven impact.
- Comprehensive CPD is provided to all teaching and non-teaching staff which is closely linked to the school's development plan.
- Significant investment into English and Maths resources and CPD for staff.
- CPD for subject leaders is a school priority to ensure the wider curriculum is deep, rich and ambitious for our pupil's.
- Pupil premium children are discussed regularly with senior leaders which ensure progress for this cohort is monitored closely and intervention is put in place to ensure early intervention is maintained.

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- Our whole school curriculum offer ensures reading, writing, maths, phonics and spoken language are at the heart of every learning opportunity.
- We ensure that bespoke continuous provision is made so all children's needs are adequately assessed and addressed. Consequently, developing individuals into independent, active and life-long learners.
- Any interventions required are delivered on an individual needs basis focusing on the social and emotional development of our children as well as English and Maths.

- Phonics is assessed on a regular basis and bespoke interventions are planned to meet individual pupils needs.
- We have a full-time Pastoral Assistant who is also a trained Emotional Literacy Support Assistant who provides interventions on an individual or group basis to support pupils' social, emotional and mental health needs.
- A well-resourced Nurture provision (The Hive) is accessible to some pupils who may need this support to remove barriers to learning.

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- Parental engagement is key to providing a positive and nurturing environment in which our children can foster aspirations and create ambitions.
- Every pupil premium child is discussed each term with the school's Inclusion Manager to ensure the 'whole child' is considered and any barriers to learning are quickly identified and bespoke support is provided as required.
- Our curriculum enrichment activities are a large part of our provision. In line with current guidelines, where possible, we offer a variety of experiences for all ages and all groups of children, encompassing visitors to school.
- Pupil Premium children will not be disadvantaged when accessing external enrichment opportunities.
- We have support from external agencies to support individual pupil needs including school nurse, speech and language therapist, specialist OT's and a play therapist.
- We have close working relationships with our feeder schools to ensure smooth transition of needs for individual children.

6.1 Research led intervention and approaches

DfE - The Reading Framework – The Foundations of Literacy

Key findings from this document:

- Schools should prioritise reading and make it their mission to ensure every child becomes a fluent reader. Engaging children with reading is the single most effective way to raise their life chances.
- Book related talk will introduce the children to language they may not hear in everyday conversation. The only effective way to close any gap for those children who are not engaged with books at home is to fully immerse them in book talk from the moment they begin school.
- Comprehension is taught through talking, listening to and talking about stories, listening to and learning poetry and songs.
- Decoding must be taught through a synthetic phonics system consistently applied through school.
- Extending children's vocabulary with words across domains is particularly important for disadvantaged children who may not be exposed to that vocabulary.
- Children will also need to be explicitly taught the skills of listening through modelling, reinforcing and praise.
- Teachers should choose the stories and non-fictions texts they share with thought and care so that children are exposed to both familiarity and diversity. Reading can be for a range of purposes and elicit many feelings; well-chosen texts will engage children's curiosity and emotions.
- Schools should identify a core set of stories for each year group and revisit and refresh that list regularly. Supplement the story spine with additional books that are the teacher's choice.
- Storytelling should be an intrinsic part of classroom practice so that children can listen to language modelled, connect with characters and deepen understanding.
Reading aloud should be a school priority.
- Schools should select a synthetic programme and keep fidelity to the scheme so to avoid any terminology confusions.
- Common exception words will be linked to the phonics programme. It is essential that pupil's reading books are pitched correctly to support their developing phonic knowledge.

EEF Improving Literacy in KS1 and KS2

- Writing is a complex task because it requires pupils to coordinate a number of different processes at once. The Simple View of Writing (Beringer, 2002) highlights three overarching processes that are essential to writing: text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences; transcription—which enables the writer to move oral language into written language; and executive functions—such as self-regulation (controlling one's own behaviour, thoughts, and emotions), planning, problem-solving, and monitoring writing.
- Writing can be thought of as a task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies.

All these findings support new initiatives that we as a school have implemented.

- The texts we have used for our English lessons have been carefully chosen to ensure they are not only high quality texts but also cover a breath of genres to support the teaching of reading and writing.
- Vocabulary is explicitly taught and priority is given to this across the whole curriculum.
- Pupils are taught writing composition strategies through modelling and supportive practice – they are taught each step in the writing process: planning, drafting, revising, editing and publishing.
- Our daily Reading lessons ensure that children are gaining all the skills (VIPERS) they need in order to be a successful, confident and enthused reader.
- Our daily phonics lessons ensure consistency is applied across the school with respect to teaching and learning.
- Pupils are encouraged to develop a love for reading.
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6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Phonics	Early and fluent reading	CPD meeting for autumn term to ensure consistency of the teaching of phonics and secure teacher/TA subject knowledge.	Staff confident in teaching phonics ensuring children progress and become fluent readers. Consistency of expectation across the teaching team.	Ensure that all teachers are teaching phonics in a consistent way using a generic structure - regular observation and monitoring via SLT. Attendance of specific pupils to ensure they are accessing daily phonics teaching so progress is maintained.
Writing – strategies for writing	Raise attainment in writing	CPD provided to all staff on the strategies to support the writing process.	All staff will be confident in teaching the strategies to support the writing process which will improve the attainment in writing across the school. There will be consistency in teaching	Time for regular learning walks will ensure QFT is evident across the school. Monitoring of pupil data and book scrutiny will show evidence of improved attainment in writing.

			the writing strategies across the school.	
Reading	Improve reading fluency and comprehension skills	CPD provided by Reading Lead. Staff will require CPD in using Accelerated Reader.	All staff in Years 2 to 6 will be confident using Accelerated Reader to support motivating pupil's and embedding a love of reading. This will subsequently result in pupil's making at least expected progress.	Ensure staff are confident in using and have access to technology to support the use of Accelerated Reader.
Supporting pupil's Social and Emotional Learning	Ensure vulnerable pupils with SEMH needs are being supported in the classroom so that this barrier is not impacting on the teaching and learning of all.	CPD to be provided to all staff on adverse childhood experiences (ACE's) and attachment. Boxall Profile will be used to monitor the progress of pupil's SEMH needs.	Staff will feel confident supporting pupils with SEMH needs utilizing relational approaches to managing behaviours. Improved Boxall Profile scores will be evident.	Timetabling learning walks will evidence relational approaches being used to manage behaviours consistently across the school.

Subject leader training and development	To ensure progression of skills across the whole of the curriculum, through a broad and balanced curriculum that is deep, rich and ambitious – providing opportunities to ensure children are able to do more, know more and remember more.	CPD schedule is outlined on the whole school planner identifying training focus as well as monitoring activities, this will support the implementation of a highly effective curriculum provision	<p>Pupil premium children achieve equally as well as non-pupil premium children in all aspects of the curriculum. Subject leaders are able to confidently identify barriers and provide support to overcome these in their curriculum area.</p> <p>Subject leaders will ensure enrichment opportunities are in place for all pupils considering pupil premium children and cultural capital provision within their curriculum area.</p>	Scheduled CPD for all staff on wider curriculum areas remains a priority. Consistent monitoring of pupil knowledge retrieval. Subject leader and SLT monitoring of wider curriculum data to ensure PP pupils are making at least expected progress and consistently of expectations is applied.
Projected spending	£12,000			

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Phonics	To ensure children are secure with all sounds in order to pass the phonics screening check and be able to develop fluency and understanding in reading.	Targeted interventions for pupil's on identified sounds and skills based on data from Phonics Tracker. Pupils in Years 2 and 3 who have not met the required standard in phonics will receive targeted intervention.	Pupil's will pass the phonics screening check. Children become fluent readers demonstrating secure comprehension of the texts they read.	Timetabling for interventions and available staffing for individual reads – KS1 lead and SLT to support.
Pre & Post Teaching (Wider curriculum areas)	To help children to have prior knowledge and gain an understanding of weekly learning. Reviewing and ascertaining understanding after the teaching of a topic/concept.	Targeted support to take place prior to new learning for identified pupils.	Children are confident to participate in lessons and have a greater understanding of the learning. Misconceptions can be addressed and corrected.	Ensuring all children are in school when the pre-teaching takes place. Timetabling for interventions. SLT to support.
Speech and Language Therapist intervention	To ensure pupils' who start school have age appropriate speech and language skills.	Pupils in Foundation Stage will be identified early if speech and language delay is evident and referred to SALT for support and intervention. CPD provided for staff	Children are more confident and have a better understanding of language. Children will specific expressive language difficulties with access early	Ensure appropriate staffing available and timetabling.

		so on-going support for pupils can be provided.	intervention.	
Reading	Improved reading fluency and comprehension skills.	Pupils in Years 2 to 6 will access Accelerated Reader. Pupils will access reading interventions to improve fluency and comprehension. Personalised reading support will be provided for pupils as required e.g. Toe by Toe, precision teaching.	Pupil's will demonstrate improved fluency and comprehension skills based on termly assessment data.	Ensuring sufficient technology is available for pupils/staff to support Accelerated Reader.
Maths	Improved arithmetic and reasoning skills for some pupils who are working below expectations or are off-track.	Daily pre-teaching and pot-holes for pupil's when gaps in their learning have been identified. Resources purchased to support the teaching and learning of reasoning skills. Small group in-class support and interventions for arithmetic and reasoning skills. Additional teacher in Y6 to support small group maths teaching and learning.	Pupil's will demonstrate improved arithmetic and reasoning skills based on intervention outcomes and termly data. Pupil progress meetings will monitor the achievements of pupil's entitled to the PPG.	Deployment of staff for interventions if absence occurs. Increased needs of other vulnerable learners impacting on availability of staff to implement interventions.
Projected spending	£60,825			

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Wider family needs	Some families have home issues and experiences that can impact adversely on pupil's attainment, development and engagement.	Inclusion Manager/PSA provide Early Help for families as required. Inclusion Manager will liaise with a wide range of professionals to ensure support is in place and barriers can be overcome.	Wider family needs will be addressed which leads to improved longer time outcomes for pupils.	Parental engagement.
Attendance	Poor attendance results in missed learning and further gaps.	Expectations set and policy followed. Absence monitored weekly with % being reviewed. Persistent absence will be reported to Inclusion Manager/Head Teacher.	Pupil premium attendance is improved and in-line with the school target of 97%	Time to review and respond Parental engagement Financial pressures on families which result in term-time holidays being taken.

Pastoral Support	Social, emotional and communication needs relating to physical and mental wellbeing impacting on learning.	Full-time pastoral support assistant/ trained ELSA – carefully planned support to meet the needs of pupils where SEMH needs are evident. Targeted interventions for children’s individual needs. Nurture provision is provided for identified pupils.	Children’s wellbeing is positive and they are prepared for learning. Improved outcomes from targeted ELSA interventions. Improved Boxall Profile scores.	Pupils must be willing to participate in the organised interventions and be supported by the school’s PSA. Timetabling.
Extra-curricular and enrichment opportunities access for PP pupils.	Financial and logistical difficulties in the children staying after school to access extra-curricular clubs. Some pupils have limited experiences outside of the school environment due to financial pressures.	Every pupil premium child to attend an afterschool club each term if they want to. Parents of pupil’s entitled to the PPG will be given a credit to use for extra-curricular experiences. Enrichment opportunities provided to pupils as part of curriculum learning.	100% of all PP pupils attend an extra-curricular club in KS1 and KS2 if they wish to. All pupils entitled to the PPG will access enrichment experiences, including; educational visits, residential visits (Years 4 and 6), clubs and curriculum experiences.	Arrangements for pick up times – discussions with parents to ensure pupils are able and encouraged to access extra-curricular clubs if they want to.
Projected spending	£35,000			

2022-2023	£97,825			
Total Projected spend:				

7.0 Review of 2021 to 2022 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?
Oral language skills	A qualified speech and language therapist has worked in school to provide 1:1 and group support to pupils as well as staff. This support has been beneficial ensuring pupils make rapid progress in their speech and language development. Staff are positive about being able to access specialist support, advice and resources more readily and parents have reported the benefits of accessing early intervention, especially in the Early Years. This intervention will continue in 2022-23	Continue to employ a SALT to come into school for ½ a day a week to support early intervention of speech, language and communication difficulties.
Progress in Reading	Daily reading lessons and the focus on VIPERS has had a significant impact on pupil progress. 73% of PP pupils compared to 86% of non-PP pupils achieved ARE + at the end of KS2. Although there was some variation 1 out of 3 of these pupils had SEN's. At the end of KS1 in 2018 60% of the same cohort of PP pupils achieved ARE+ which evidences the gap closed in attainment. At the end of Jul 2022 63% of pupils in Years 2-5 entitled to the PPG achieved ARE in reading compared to 82% of non-PP pupils. Again, evidence from our school's data demonstrates more PP-pupils enter school working below expectations. Our approaches demonstrate impact has been effective in closing the gap. Despite this impact, we still want to motivate more pupils to read out of school and develop improved fluency and comprehension skills – this will be targeted with the introduction of Accelerated Reader for pupils in Years 2 to 6.	Purchase Accelerated Reader for Years 2-6. Continue with daily reading lessons that focus on VIPERS. Monitor pupils who are off-track and not reaching AREs.
Progress in Writing	At the end of KS2 73% of PP pupils achieved ARE+ in writing (the 3 children who did not achieve ARE were identified as having SEND's and 2 of these pupils had EHCPs). Attainment in writing is a priority area for the school and approaches from the EEF in teaching pupils the strategies for each stage of writing is being implemented from Sept 22. From monitoring the teaching of writing there was increased evidence of opportunities for pupils to complete 'longer writes' and letter formation/presentation has improved dramatically. Writing is part of the school's development plan and it is considered to be one of the most significant areas impacted upon by the Covid-19 lockdowns.	CPD for staff on the EEF strategies on developing the teaching and learning stages of writing. Ensure high expectations are maintained with respect to the teaching and learning across the school. SLT to monitor writing. Ensure there are many opportunities for cross-curricular writing across all subject areas. Utilise

		technology to support pupils where writing is a barrier to learning.
Progress in Mathematics	<p>End of KS2 Jul 22 data has shown 91% of pupils achieved ARE + in maths compared to 86% of non-PP pupils. At the end of KS1 (in 2018) only 70% of these pupils were achieving ARE+ (which highlights the gap has closed).</p> <p>PP pupils outperformed non-PP pupils in this area. The % of pupils achieving the GDS in maths is still lower for PP pupils compared to non-PP.</p> <p>Overall 86% of non-PP pupils in Y1-6 achieved ARE in maths at the end of 2022 compared to 74% PP pupils. At the end of KS1 73% of PP pupils were ARE compared to 79% of non-PP pupils. This demonstrates most pupils are making accelerated progress in this area of the curriculum.</p> <p>Reasoning skills is still an area for development.</p> <p>Staff and pupils are positive about the use of pre-teaching and pot-holes to support in maths. Pupils are given sufficient time to address areas of learning that have proved to be challenging and pre-teaching enables pupils to feel more confident about future learning.</p>	<p>Ensure TAs provide pot-holes and pre-teaching for pupils in maths where needed. Maths lead to purchase additional resources to support the teaching of reasoning. Qualified teacher used in upper KS2 to support the teaching and learning of maths each day.</p>
Progress in phonics and spelling	<p>Spelling is now being taught consistently in all year groups. The introduction of the phonics tracking system has improved the monitoring of teaching and learning in the area of phonics. The phonics lead has devised a whole school approach to the teaching of phonics in FS and KS1 and reading books are carefully matched to allow for the pupils to practice their knowledge of blending and the recognition of tricky words.</p> <p>At the end of Y1 89% of non-PP pupils passed the PSC compared to 70% of PP pupils (out of the 10 PP pupils, 1 pupil was new to the school). At the end of Foundation Stage, only 1 PP child was working below ARE's in reading.</p>	<p>Phonics lead and SLT to monitor the teaching and learning of phonics. Targeted intervention by qualified teacher to support pupils off-track. Motivate pupils to read texts both in school and at home that support the acquisition of phonic skills.</p>
Emotional regulation	<p>Zones of regulation is now used consistently across the school. Pupils with significant difficulties with emotional regulation have received targeted support and a great deal of success has been achieved with ensuring personalised approaches are used to support vulnerable learners. Some pupils who could not previously access termly assessments in core areas of learning are now able to do so. Support from outside professionals e.g. specialist OTs, have been accessed for a small number of pupils and parents/carers have reported a significant positive impact of this intervention. Home and school work efficiently together to ensure pupil's needs are met. Pupils who have received targeted intervention from our ELSA e.g. anxiety, bereavement, transition, social interaction and self-esteem. and trained nurture</p>	<p>Early identification of pupil's requiring nurture provision of direct support from pastoral support assistant for SEMH needs. Consider the possibility of a second trained ELSA. Provide CPD on supporting pupil's SEMH needs as well as attachment and trauma aware</p>

	practitioners have made good progress and the voice of the child in many cases has evidenced the positive impact of interventions.	practice.
Attendance	Attendance of disadvantaged pupils has improved since 2018 although there was a slight dip in the overall PP attendance when comparing Jul 21 (95.52) to Jul 22 (94.57). This dip was consistent with national data and Covid-19 absence was a significant factor in this. Regular meetings between the Inclusion Manager and Head Teacher have ensured timely intervention for pupils where attendance goes below 90%. Meetings have been held with some families to support and plan strategies to improve pupils' attendance and communication between home and school has been sustained. Close liaison between home and school ensures timely intervention is achieved when attendance issues arise. Raising attendance is part of the school's development plan for 2022-23.	Challenge persistent absence (below 90%). Ensure letters and communication is maintained where attendance becomes a concern. Regular communication with parents about the impact of good/poor attendance. Ensure wider professionals are involved when attendance becomes a concern.
Enrichment	Pupils in receipt of the PPG were provided with a credit that enabled them to access extra-curricular opportunities and educational visits. The school funded coach travel to Young Voices through the PPG. Many PP pupils also had the opportunity to attend sporting activities off-site. Wherever possible parents of disadvantaged pupils have been supported to access music lessons, purchase uniform and support educational visits/in-school visitors and the residential visit in Y6. Parents will be informed of their credit amount for enrichment activities in September 2022 for the academic year.	Provide an enrichment credit to families in receipt of the PPG.

