



# Brackenwood Infant School



## Pupil Premium Strategy Document 2022\_2023

*To guide and nurture all children to  
shoot for the stars*

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged children.

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	Brackenwood Infant School
Number of children in school	165
Proportion (%) of pupil premium eligible children	22 Children (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 – August 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Chris Mervyn (Headteacher) Dr Eric Mahers (CoG)
Pupil premium lead	Mr Chris Mervyn
Governor / Trustee lead	Mrs Sheila Clarke (Link Governor for PP Children)

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,740
Recovery premium funding allocation this academic year	£2,248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,988

# Part A: Pupil Premium Strategy Plan

## Statement of Intent 2022

Brackenwood Infant School is dedicated to ensuring that all children are provided with equal education opportunities regardless of economic status.

We target the strategic use of Pupil Premium funding to support us in achieving our vision of diminishing any gap caused by deprivation.

We will do this by:

- Ensuring our curriculum meets the needs of all children by providing them with an excellent education.
- Using interventions appropriately, to close any 'gaps.'
- Using pastoral support to assess and support children's social and emotional well-being and resilience.

In order to achieve these key principles, the school will continue to use research informed approaches to close the attainment gap created by economic factors. The school's leaders will continue to clearly identify how the EEF's 3-tiered approach is used to develop and enhance the support that all children at the school receive, including those who are eligible for pupil premium funding.

The foundations of the Three-Tiered Approach are:

**High-quality teaching** for all children is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers. High quality CPD for all staff, including support staff, is integral to the school's implementation of high - quality teaching.

**Targeted academic support** that is based on proven and research driven approaches are used to support all children to close any academic and emotional 'gaps.' The evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, and this has been evidenced at our school. Senior leaders work closely with teachers and support staff to ensure that all targeted academic support has the intended impact for our children.

**Wider school strategies** encompassing the most significant non-academic challenges including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. At our school, we know that for all children to flourish academically, they need to be in school regularly and supported to develop an understanding of their own emotional literacy and to know which strategies work best for them (metacognition). Our school interlinks the teaching of metacognition, resilience and emotional literacy throughout the curriculum and in targeted group or 1:1 sessions.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with teachers, families and children indicate that disadvantaged children start school with underdeveloped oral language skills and vocabulary gaps.
2	Internal and external assessments indicate that writing attainment among disadvantaged children is below that of non-disadvantaged children and below that of reading and maths.  (See 'Review of Outcomes' for specific data)
3	Internal and external assessments indicate that Greater Depth attainment among all children is below that of local and national comparisons, in reading, writing and maths.  (See Review of Outcomes' for specific data)
4	Although the attendance data over the last 2 years indicates that the attendance gap between disadvantaged children and non-disadvantaged children has reduced (5.5% 2020-2021, 1.9% 2021-2022) the attendance percentage of disadvantaged children has not been above 93% (for the last 2 years).  In 2021-2022 21 children were persistently absent (12.5%) and of these 5 (23.8%) were DISADVANTAGED  Our assessments and observations indicate that absenteeism is negatively impacting the academic progress of some of these children.
5	Our assessments and observations indicate that the experiences of our disadvantaged children are limited compared to those of non-disadvantaged children and that their emotional literacy (mental health and well-being) is not as developed.  The experiences and emotional literacy of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children.  These findings are also supported by national studies.
6	Assessments, observations, and discussions with teachers, families and children suggest disadvantaged children generally have less resilience and/or confidence to try new things, than their peers. Teachers have noted that this lack of resilience for some disadvantaged children has had a negative impact on their academic progress and emotional wellbeing.

## Intended Outcomes

This states the outcomes we are aiming for **by the end of our current strategy plan**, and indicates how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p><b>Improved oral language skills and vocabulary among disadvantaged children (Specifically F2)</b></p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged children.</p> <p>This is evidenced by: The F2 gap between disadvantaged and not disadvantaged children, achieving the required standard in Communication and Language and Literacy will be at least in line with local (64.6%) and national (68.8%) averages (2021-2022) for the next three years.</p> <p>Triangulation of other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><b>Improved writing attainment of disadvantaged children (Specifically KS1)</b></p>	<p>Assessments and observations indicate significantly improved writing attainment among disadvantaged children.</p> <p>This is evidenced by: The attainment gap between disadvantaged and not disadvantaged children in writing, continues to reduce (KS1) over the next three years.</p> <p>The KS1 attainment gap between disadvantaged and not disadvantaged children in writing, will be at least in line with local (23%) and national (21.4%) averages (2021-2022) for the next three years.</p> <p>Triangulation of other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><b>Improved attainment of Greater Depth Standard in reading, writing and maths of disadvantaged children. (Specifically KS1)</b></p>	<p>Assessments and observations indicate significantly improved writing attainment among disadvantaged children.</p> <p>This is evidenced by: The attainment of disadvantaged children achieving GDS in reading, writing and maths, will be at least in line with local and national averages for the next three years. <i>*See 'Review of Outcomes,' for 2021-2022 data</i></p> <p>Triangulation of other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><b>Improved and sustained attendance for all children, particularly our disadvantaged children.</b></p>	<p>Sustained high attendance over the next three years, evidenced by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all children being no more than 4%.</li> <li>• The attendance gap between disadvantaged children and their not disadvantaged peers continually reducing until it is sustained at less than 1%.</li> <li>• The percentage of all children who are persistently absent is at least in-line with local and national averages for the next three years.</li> </ul>

Intended Outcome	Success Criteria
<p><b>The experiences and well-being of our disadvantaged children is the same as that of our not disadvantaged children.</b></p>	<p>Sustained high levels of involvement and wellbeing for the next three years demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A constant increase in participation in enrichment activities, among disadvantaged children.</li> <li>• An equal percentage of disadvantaged children accessing our ELSA provision compared to not disadvantaged children, over the next three years.</li> <li>• All disadvantaged children attending school/class visits or visitor sessions, unless they are ill.</li> <li>• Triangulation of other sources of evidence, including teacher feedback, engagement in lessons and book scrutiny.</li> </ul>
<p><b>Improved resilience of all children, particularly our disadvantaged children.</b></p>	<p>Sustained high levels of metacognition and resilience over the next three years demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Triangulation of sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• A constant increase in participation in enrichment activities, among disadvantaged children.</li> <li>• An equal percentage of disadvantaged children accessing our ELSA provision compared to not disadvantaged children, over the next three years.</li> </ul>

## Activity in This Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

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

Budgeted cost: £ 15, 348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase CPD and resources for phonics scheme Sound Train (whole school)	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Improving Literacy in KS1 (EEF)</a> Recommendation 3 - Effectively implement a systematic phonics programme.	1
Provide whole school CPD training for effective of vocabulary (throughout the curriculum)	In their 2007 study, vocabulary experts Isabel Beck and Margaret McKeown looked into the next ways to teach more advanced vocabulary to kindergarten and first grade children. They found that through direct vocabulary instruction, it was possible to meaningfully teach advanced vocabulary to young children.  <a href="#">Increasing Young Children’s Oral Vocabulary Repertoires Through Rich and Focussed Instruction (Journal)</a>	1, 2, 3
Purchase all resources and CPD related to Read to Write scheme, including daily SPAG resource.	Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.  <a href="#">Improving Literacy in KS1 (EEF)</a>  Recommendation 5 - Teach pupils to use strategies for planning and monitoring their writing  Recommendation 6 - Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling	2
Release teachers and provide CPD for developing writing throughout the curriculum.	A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing  <a href="#">Improving Literacy in KS1 (EEF)</a>  Recommendation 6 - Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling	2, 3,
Release teachers to carry out internal and external moderation at least three times a year.	Moderation is essential to the integrity of teacher assessment judgements, ensuring that all those accessing assessment judgements, be it teachers, pupils, parents, local authorities or inspectors, can have confidence in the information and use it effectively.  <a href="#">The Importance of Moderation (NFER)</a>	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out whole school CPD on effective feedback and questioning.	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="#">Feedback (EEF)</a></p>	1, 2, 3
Carry out whole staff CPD on what GDS 'looks like,' in reading, writing and maths and how to support children to achieve this level of learning.	<p>'...it was essential to alter the way the curriculum was delivered to ensure that we had independent learners resulting in a positive impact on all the areas of the child's learning. As a result, it would increase their confidence and create independent 'thinkers' using metacognitive approaches.'</p> <p><a href="#">Greater Depth Learning (OLP)</a></p>	3
Continue to fund well-resourced and pedagogically sound schemes in reading, writing and maths – Steps to Read Read to Write Power Maths NCETM Mastering Number	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p><a href="#">Improving Literacy in KS1 (EEF)</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">Improving Reading EEF</a></p> <p>Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas</p> <p><a href="#">Improving Mathematics EEF</a></p>	2, 3
Purchase new reading resources to further stretch higher attaining children and to texts relating to The Protected Characteristics	<p>The texts that adults choose to share with children need to support them to gain a breadth of reading experience. It is important to introduce authors and genres that they may not discover independently and take them beyond their own first hand understanding, widening their imaginative experience.</p> <p><a href="#">Choosing and Using High Quality Children's Texts (CLPE)</a></p>	3, 5
Continued work with Maths Hub and cost of further resources and staff release time.	<p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p><a href="#">Improving Mathematics EEF</a></p>	3, 5, 6
Teachers to continue to plan episodic teaching experiences (visits and visitors) to enhance children's understanding and learning.	<p>In terms of encoding, an important characteristic of episodic memory is the fact that the stronger the emotional connection to an event the more likely the event will be remembered. This logically follows when considering Willingham's now iconic supposition: 'you remember what you think about'</p> <p><a href="#">Memorable Teaching (Article)</a></p>	All of the above
Purchase of peripatetic music teacher for one morning a week	<p>If we accept that good music teaching requires strong subject knowledge, age-appropriate pedagogy and a classroom teacher's skills in managing and motivating a class, we can see how few people are appropriately trained to give all primary-aged children the best music education possible.</p> <p><a href="#">Primary Music Specialists (Article)</a></p>	5
Memberships and CPD for all subject leaders through The Council for Subject Associations	<p>Membership provides affordable, relevant, high quality professional development</p> <p><a href="#">The Council for Subject Associations</a></p>	5
Continued CPD from Commando Joes (PESG Funded)	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p><a href="#">Metacognitive Strategies (EEF)</a></p>	5, 6



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

Budgeted cost: £10, 592

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund staff member to deliver NELI intervention for target F2 children (5 afternoons a week).	The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials.  <a href="#">NELI</a>	1
Fund private SALT 3hours a fortnight	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. <a href="#">Oral Language Interventions (EEF)</a>	1
CPD Training for teachers and support assistants to run effective PPAR plans (including but not limited to writing and GDS)	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. <a href="#">(EEF)</a>  Small group tuition has an average impact of four months’ additional progress over the course of a year. <a href="#">Small Group Tuition (EEF)</a>	2, 3
Purchase licenses for specific programs that can be used in school and at home: Bug Club licences for all children – all children to use at least twice a week.  Purchase IXL maths licences for all KS1 children – all children to use as home learning support (at least once a week).  School to provide free home learning clubs	Homework has a positive impact on average (+ 5 months)  Pupils eligible for free school meals typically receive additional benefits from homework  <a href="#">Homework (EEF)</a>  <i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)</i>	3
Continue to fund Commando Joe Sessions (PESG Funded) and any required interventions for targeted children.	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.  <a href="#">Metacognitive Strategies (EEF)</a>	5, 6,

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

Budgeted cost: £14, 944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Emotional Literacy Support Assistant to work with at least 8 children a half term and parents that may require it.  (This includes mental health and well-being workshops for adults)	Some head teachers and teachers in this study felt that pupils' social skills and wellbeing were below their previous year's cohort, citing for example reduced play/ interactions with peers and lack of consistent structure as affecting pupils' social development.  <a href="#">Impact of Covid in KS1 (EEF)</a>	4, 5, 6,
Maintain current attendance procedures including; half termly certificates, RAG rated system, attendance meetings (Panel Meetings), ELSA support.  Allocate member of the admin team to support in the administration of the above.	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to a new evidence review published by the Education Endowment Foundation (EEF) today.  <a href="#">Improving Attendance (EEF)</a>	4, 5, 6,
School to provide workshops and curriculum support to all families so that they can support teaching and learning at home.	Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year  <a href="#">Parental Engagement (EEF)</a>	5,6
Each class to participate in a visit or visitor session at least once a half term.	In terms of encoding, an important characteristic of episodic memory is the fact that the stronger the emotional connection to an event the more likely the event will be remembered. This logically follows when considering Willingham's now iconic supposition: 'you remember what you think about'  <a href="#">Memorable Teaching (Article)</a>	5, 6,
Continue to provide opportunities for children to learn beyond the curriculum: Hello Yellow initiative, Tree Planting, School Committee Initiatives	Children's perception of their ability and their expectations of future success influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.  <a href="#">Developing 'Soft Skills' (EEF)</a>	4, 5, 6
Provide CPD for new members of staff on The Kindness Principal and the school's Positive Behaviour Policy	Every pupil should have a supportive relationship with a member of school staff  <a href="#">Positive Behaviour in Schools (EEF)</a>  Recommendation 1 - Know and understand your pupils and their influences	5, 6,
Continue to develop and embed a range of after school curricular clubs, covering a range of different curriculum areas. (School to fund for PP families if required). Such as music and art as well as PE.	School staff, parents and children listed a whole range of ways in which they felt that participation in out of school activities could have an impact on children and families. In some cases, a direct link was made with children's attainment, and in others, interviewees felt that the impact centred around the emotional and social impacts...  <a href="#">The Value of Clubs for Disadvantaged Children (Journal)</a>	4, 5, 6,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund Commando Joe Sessions (PESG Funded) and any required interventions for targeted children.	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. <a href="#">Metacognitive Strategies (EEF)</a>	5,6
Purchase forest school sessions for all children (PESG Funded)	Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes.  <a href="#">Forest School and SEL (EEF)</a>	5, 6,

**Total budgeted cost: £15,348 + £10,592 + £14,944 = £40,844**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on Children in the 2021 to 2022 academic year.

Priority	Priority Description
1. Quality of Teaching and Learning	a) Ensure that the curriculum is correctly embedded so that SEND and PP children can achieve in line with peers.
2. Behaviours and Attitude	c) To embed opportunities for all children to develop metacognitive strategies, including but not limited to resilience and effective communication.
3. Personal Development	Provide rich experiences in curriculum and in extra-curricular provision. Participation in extra-curricular activities, inc. for PP so that all benefit from excellent work.

\*Letters used with priorities are in line with SEF and SDP

Measure	AIM	ACTUAL OUTCOME
Reading	Perform above National Average end of KS1 62% GDS (13%)	2022 (59 Children) – 71% DISADVANTAGED EXS / 5.9% GDS 2022 (61 Children) - 70.6% DISADVANTAGED EXS / 5.9% GDS 2022 – National Average 51.6% EXS / 8.2% GDS 2022 - Local Average 47.5% EXS / 5.8% GDS
Writing	Perform above National Average end of KS1 (55%) GDS (7%)	2022 (59 Children) – 47% DISADVANTAGED EXS / 0% GDS 2022 (61 Children) - 47.1% DISADVANTAGED EXS / 0% GDS 2022 – National Average 41.2% EXS / 3.1% GDS 2022 - Local Average 37.4% EXS / 1.1% GDS
Maths	Perform above National Average end of KS1 (62%) GDS (12%)	2022 (59 Children) – 59% DISADVANTAGED EXS / 0% GDS 2022 (61 Children) - 58.8% DISADVANTAGED EXS / 0% GDS 2022 – National Average 52% EXS / 6.7% GDS 2022 - Local Average 49.5% EXS / 4% GDS
Phonics	Perform above National Average end of Year 1 71%	2022 - Year 1 – 88.3% Year 2 – 97% 2022 – National Average Year 1 – 75.5% 2022 - Local Average Year 1 – 73.3%
Attendance	Whole School Attendance is 97%+ Disadvantaged Children all have green attendance (97%+)	2022 – Whole School 94.5% / 93% DISADVANTAGED 2022 – 21 Persistently Absent Children (12.7%) 5/23.8% of these are DISADVANTAGED 2022 – National Average 93.9% 2022 - Local Average

\*Letters used with priorities are in line with SEF and SDP

**a) Ensure that the curriculum is correctly embedded so that SEND and PP children can achieve in line with peers.**

External data shows that although the performance of disadvantaged children was below that of 2018-2019 National Data (W,M and GDS RWM) performance data was better than the national and local averages of 2021-2022 for EXS in RWM. Therefore, although the aims have not been realised, our disadvantaged children have outperformed other disadvantaged children both locally and nationally in terms of achieving the EXS.

Gaps between disadvantaged and not have also been significantly reduced from 2018-2019 to 2021-2022 (59 Children) as follows: Reading 36% gap – 15% gap, Writing 34% gap - 24% gap, Maths 49.1% gap – 24% gap.

Internal data for year 1 children also shows that the gaps between disadvantaged and not are less than those of 2018-2019.

Monitoring, both internally and through the use of external advisors, shows that the teaching and learning of the school's curriculum is ambitious and inclusive for all children and contains:

- Progressive outcomes in all curriculum subjects.
- Consistent approaches to the teaching and learning of all curriculum subjects that are developed from up-to-date pedagogical research, CPD and collaborative work.

- Adapted planning and rigorous assessments to ensure that PP children and those with SEND perform in line with peers – where cognitive barriers allow.

The school's curriculum is driven by reading, writing and phonics and the school's wider curriculum contexts are selected in such a way as to support this learning by ensuring:

- Children successfully access all areas of the national curriculum and where required, are supported to ensure that any gaps in learning are closed.
- The curriculum promotes both episodic and semantic learning and allows all children to develop appropriate substantive and disciplinary knowledge through carefully developed, discretely taught, and contextually taught subjects.

Opportunities for children to develop an understanding of culture capital are developing and teachers are continually finding ways to promote the best examples of what has been 'thought or said.'

**c) To embed opportunities for all children to develop metacognitive strategies, including but not limited to resilience and effective communication.**

For the past two years the school has used CPD sessions to develop the awareness and understanding of metacognition for all staff and this has allowed teachers to plan, deliver and assess the impact of opportunities for children to learn from mistakes, show resilience and apply metacognitive strategies.

Monitoring, both internally and using external advisors, shows that children are committed to their learning and show positive behaviour for learning throughout the school. Children take pride in their learning, retaining and applying knowledge and subject expertise.

The school's ELSA programme has been successfully embedded for the past three years and provides support for vulnerable and targeted children to develop their emotional literacy, wellbeing strategies and communication skills.

**Provide rich experiences in curriculum and in extra-curricular provision.**

**Participation in extra-curricular activities, inc. for PP so that all benefit from excellent work.**

As well as the above evaluation of the curriculum all children have been provided with opportunities to visit local places that have improved their experiences and understanding of the world around them, including; Ness Botanic Gardens, Bear Hunt Book Shop, The Mersey Ferry and local wooded area.

The School's PE lead has evaluated the PESG Strategy as follows:

Of the 28 disadvantaged children, 22 accessed an after-school club (79%) and all accessed active playgrounds at lunch time. Skills taught in PE lessons have been further developed during these active playground sessions.

All children participate in intra competitions and have received 6 or more Forest School sessions within an academic year.

Through these sessions all children have experienced the key principals of Forest School, including;

*Experiencing appropriate risk and challenge*

*Developing positive relationships with themselves and others*

*Developing strong positive relationships with the natural world.*

*Developing awe and wonder with the world around them.*

## 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
Sound Train (Phonics)	Sound Train
Steps to Read (Read)	Literacy Counts
Read to Write (Writing)	Literacy Counts
IXL Maths (Maths)	UK IXL
Embedding Mastery (Maths)	Maths Hub
Mastering Number	NCETM
Bug Club Reading	Pearsons
Jigsaw (PSHE, SMSC, BV)	Jigsaw PSHE LTD
NELI (Early Literacy)	Nuffield Foundation
Commando Joes (Character Education)	Commando Joe's
ELSA (Emotional Support)	ELSA
Super Beans (Well-Being)	Full of Beans

\*Clarification required on which programmes are DfE accredited

## Service Pupil Premium Funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We assessed the needs of our service child and identified that he required support with his phonics learning and time to discuss his specific worries when his Dad was on active service. We allocated time with our ELSA for his emotional support and provided intervention support for his phonics learning.
What was the impact of that spending on service pupil premium eligible Children?	Teachers and parents reported that our service child felt confident to share his feelings with our ELSA and staff and that his emotional well-being did not require any additional support.  Our service child achieved the required standard in RWM and phonics.