

Seaford Primary School



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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Seaford Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr C Davey
Pupil premium lead	Mrs H Crees
Governor / Trustee lead	Vicky Mather

Funding overview

Detail	Amount
<ul style="list-style-type: none">Pupil premium funding allocation this academic year	£85,400

Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,900
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Seaford Primary School we are committed to providing a vibrant learning community where everyone is valued, safe and ambitious; where all individuals, regardless of their starting points, strive to be the very best they can be and aim for excellence. All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social, moral, cultural and academic needs within a caring environment. This is an essential principle of the education of every child at this school. All children in our care are valued, respected and entitled to develop to their full potential, irrespective of need.

Our overall aim is ensure that each child develops a love for learning and acquires skills and abilities commensurate with fulfilling their potential and as an adult finding employment. Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities continues to meet the needs of all the pupils.
- Providing quality CPD for all staff.
- Providing Social and Emotional learning support.
- Providing support payment for activities, educational visits and residential trips.
- Where appropriate, 1:1 or small group interventions.

At Seaford Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to

support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language barriers impact pupils in all areas of their learning. On entry to our school, we have identified that our disadvantaged pupils have limited/delayed speech and/or exposure to a wide breadth of language. Our disadvantaged pupils fall behind in phonics as a result of these limitations. This results in low phonics scores at the end of Y1 for disadvantaged groups in comparison with non-disadvantaged peers.
2	Reading fluency for children who are disadvantaged is a barrier to future attainment. The delays with speech and language, outlined above, impact on phonics attainment which impacts future reading progress. Pupils whose reading fluency is low have difficulty in processing information from a text (comprehension). This directly impacts on pupil outcomes (reading, writing and maths) at the end of KS1 and KS2.
3	Our Post-Pandemic assessments have shown that the lockdowns have had a significant impact on writing progress. Writing stamina is noticeably low and is a focus. Children need further support in embedding grammatical skills so that they are able to manipulate language for effect and thus become writers at expected and greater depth. Following 2022 end of year assessments, boys' writing is an area of focus across all phases as there are gaps in outcomes between boys and girls.
4	At the end of KS2, mathematics official outcomes in 2019 were below the national average. PP children struggle to access problem solving/multi-step questions. Since disruption to learning (Covid-19 lockdowns), pupils have demonstrated significant gaps in their development of number sense (mostly in securing number facts inclusive of times tables).
5	The percentage of children across the school who have emotional and social needs is significant; the disruption from the Covid-19 pandemic has impacted on our children. A significant percentage of children currently access social/emotional support in school.
6	Our attendance of our PP children was 94.56% at the end of the academic year 2018-2019. Whilst this was an improvement, the outcome is still below the whole-school target of 96.4%. Up to March 2020, attendance was 94.21%. At the end of the 2020-2021 year (inclusive of Covid lockdown) attendance was 94.1%. At the end of 2022 PP was 88.67%. It must be noted that the attendance codes for COVID absence were changed in the 2021-2022 academic year and the school was significantly impacted

	by the Omicron Covid-19 variant. Improving the gap between disadvantaged and non-disadvantaged remains an ongoing target.
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Intended outcomes

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

Intended outcome	Success criteria
Those children who display barriers/delays in speech and language improve and reach targets set at the end of each year/expected outcomes at the end of each phase (EYFS, KS1 and KS2).	<p>Disadvantaged pupils attain the Communication and language ELG.</p> <p>The gap between disadvantaged and non-disadvantaged narrows at EYFS.</p> <p>Infant Language Link (LL) Intervention evidences accelerated progress from children's starting points.</p> <p>Pupils receiving LL interventions in KS1 reach expected standard in reading, writing and maths as a result of enhanced knowledge of language and communication.</p> <p>Pupils receiving Junior Language Link interventions reach expected standard in reading, writing and maths by end of Key Stage.</p>
Early Phonics intervention continues to be robust, enabling pupils to become fluent and enthusiastic readers.	<p>Pupils show enhanced progress in the Sounds Write assessments from beginning of the year and the end.</p> <p>Pupils in Y2 gain the Phonics Assessment Pass.</p> <p>Pupils in Y1 pass the phonics assessment.</p> <p>Disadvantaged pupils reach the expected standard in reading by the end of KS1.</p>
Writing stamina and content continues to improve across the school. Pupils are secure in and apply a range of strategies to compose writing which meets expectations in the expected standard and greater depth. Gaps in	<p>The focus on exposing EYFS pupils to rich vocabulary as well as Sounds Write phonics sessions, enhances their speech and language and this feeds into their written text. They are able to apply phonic knowledge to write words and sentences.</p> <p>Staff receive ongoing 'Talk for Writing' guidance from subject leaders to supplement the training that was delivered in 2021-2022 to all staff. Strategies are used in class and pupils make rapid progress.</p>

<p>outcomes between boys and girls narrows.</p>	<p>Targeted intervention is in place across the school. Pupils who receive this make rapid progress by year end.</p> <p>Y2 and Y6 pupils reach the expected or higher standard by the end of key stage.</p>
<p>Continue to embed our Mastery approach to Maths focusing on developing our pupils' fluency facts across the school.</p>	<p>Following on from Mastering Number, staff are part of the Embedding Mastery initiative. Staff are confident in their teaching of fluency using the mastering Number approach (Rekenrek resources). The teaching and learning is adapted building on the children's acquisition from the previous year.</p> <p>As a result of receiving the Embedding Mastering Number sessions, EYFS pupils are secure in their knowledge of numbers to 10 and able to subitise numbers to 5. This enables them to transition confidently to the KS1 curriculum.</p> <p>Pupils rapidly grasp number sense and are secure in the Y2 Number facts.</p> <p>Pupils in Y4 complete the times table check and outcomes are in line or above the National Average for Y4.</p> <p>KS1 and KS2 pupils reach the expected standard or higher standard by the end of phase.</p> <p>The provision and development of Mastery Maths is sustained across the school.</p>
<p>Children with social and emotional needs continue to receive targeted support across the school.</p>	<p>Staff receive further Therapeutic Thinking Training. Therapeutic approaches are used across the school to support all pupils. Pupils' understanding of emotional regulation improves. They are able to begin to self-regulate emotions.</p> <p>The Nurture Classroom continues to be accessed by identified pupils (including in afternoons). Pupils who access the provision are able to regulate emotions and make rapid progress (emotionally and academically).</p> <p>Identified pupils access bespoke counselling. These children are supported to enhance their emotional wellbeing and are able to access learning as a result.</p> <p>Staff continue to be confident in the teaching of the RSHE curriculum. They identify opportunities to reinforce online safety messages within RSHE (as well as computing session) to further protect pupils. Pupils' mental health and wellbeing is supported in all classes as a result of quality first teaching in this area.</p>
<p>Attendance</p>	<p>Attendance meetings are held and, where appropriate, targets set. Attendance of PP children improves.</p>

	Attendance is in line with whole-school target 96.4%.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£7,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Sounds Write Training for TAs and Lower KS2 staff (eventually all staff).</i></p> <p>£3,000</p>	<p>We know, and the Education, Endowment Foundation (EEF) recognises that 'the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' Quality CPD is part of the tier 1 in the EEF's recommendations with regards to Pupil premium spend.</p> <p>Sounds Write is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. Our internal assessment of Phonics using the Sounds Write diagnostic testing tool, has already enabled us to evidence the rapid progress that children have made in their phonic understanding from their post-pandemic starting points.</p>	<p>1 and 2</p>
<p><i>Grammar Training (individual staff).</i></p> <p><i>Costs below</i></p>	<p>At Seaford primary we use a reading into writing approach to learning to write accompanied by aspects of Talk for Writing (see training above) and the Writer's Toolkit. All focus on providing pupils with rich texts through which the composition of writing is explored, analysed, evaluated and then (where appropriate) applied.</p> <p>Up to date training in grammar supports all aspects of writing. This training supports teachers and support staff in navigating children through all aspects of the writing process: planning; drafting; sharing; evaluating; revising; editing; and publishing.</p> <p>By removing barriers to writing (errors in grammar, punctuation/general sentence construction), pupils' writing fluency will improve as will their writing stamina.</p>	<p>3</p>
<p><i>Talk for Writing and Reading into Writing Training</i></p>	<p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. In its design, it enables pupils to develop the language structures they need to write for a range of audiences. Talk for Writing sits alongside our reading into writing approach</p>	<p>3</p>

	which we continue to embed in this academic year. The focus of both is exposing children to rich, quality texts from which they can illicit strategies to engage readers.	
<i>Mastering Number NCETM course</i> <i>Sussex Maths Hub</i>	The EEF recognises that, in order to ensure pupils master mathematics they have to be taught a rich network of mathematical connections. Part of this is making sure that children develop fluent recall of facts so that they have the confidence to choose between mathematical strategies. The Mastering Number programme is focusing on enabling pupils to secure their sense of number in readiness for the next phase of their education.	4
<i>Maths Fluency Training for all (Sussex Maths Hub)</i> £2,350	Further developing our progressive and systematic approach to teaching number sense (fluency) is important to help sustain improvements in maths across our school. We recognise that our approach to maths fluency has to be 'whole school.' Mastering Number is aimed at EYFS and KS1, so we have also committed to ongoing training for the whole-school to ensure that the approach is consistent.	4
<i>Sustaining Mastery Programme</i> £800	Our Maths Subject Leaders continue to attend the Sustaining Mastery Programme via the Sussex Maths Hub. Opportunities for peer to peer reviews across the maths curriculum, for part of the programme. This tier 1 approach enables leaders to remain up to date about developments in the maths curriculum and ensures that there is provision of recent training and coaching for colleagues.	
<i>Therapeutic Thinking Training & Resources</i> £1,000	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. As a school we are committed to the theory and practice which underpins Therapeutic Thinking. The approach fits firmly within the Excellence for All shared vision and strategy with its focus on the most disadvantaged and vulnerable learners. Therapeutic Thinking will actively support all stakeholders to act as champions for vulnerable children and to better target resources in order to improve outcomes and opportunities for all children regardless of their educational or physical needs, their family background, the school they attend or the neighbourhood in which they live.	5

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

Budgeted cost: **£85,856**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group or 1:1 intervention in maths</i></p> <p>£45,460*</p>	<p>Structured interventions are part of the tier 2 approach. The EEF has stated that tuition 'is more likely to make an impact if it is additional to and explicitly linked with normal lessons.' This year, specific interventions will be incorporated into the school day and will be run by our teaching assistants using resources like Number Sense and Mastering Number materials. We use the model of teaching the daily lessons to smaller groups so that pupils continue to keep up with their peers and also make accelerated progress.</p>	<p>4</p>
<p><i>Small group or 1:1 Sounds Write interventions</i></p> <p><i>*Costs included above</i></p>	<p>Structured intervention to specifically support gaps in phonics for pupils across KS1 and Y3. This type of intervention typically improves outcomes for children of around +4 months.</p>	<p>1 and 2</p>
<p><i>Nurture Provision and Flourish</i></p> <p>£32,436</p>	<p>Sitting alongside the whole-school approach to Therapeutic Thinking is the targeted support for pupils with particular social and emotional needs. The EEF and National Nurture Network recommend the provision of a Nurture class in school, "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>5</p>
<p><i>Infant and Junior Language Link</i></p> <p>£4,410</p>	<p>1:1 tuition is recognised by the EEF as having a positive impact on pupil progress. We have successfully run language link in school previously; pupil progress was accelerated and gaps narrowed; it is an award-winning programme recommended by Speech and Language.</p>	<p>1</p>

<i>Me and My Mind Counselling support</i>	This targeted support is part of the second tier of pupil premium spending. Bespoke Counselling supports all pupils who access it and helps the children regulate their emotions and thus access the curriculum so that they are able to reach their potential.	5
<i>YMCA dialogue support The Bower Tree</i> £3,550		5

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Monitoring and work alongside outside agencies (ESBAS and Intensive Family Support Practitioner)</i> £3,000	Specific meetings in place to support the attendance of PP children is part of the tier 3 approach to Pupil Premium spend. Wider strategies, including family support work, is in place to help narrow the gap between the attendance of PP children and their peers.	6
<i>Attendance support</i>		
<i>Careers</i> £500	Making links between skills within the curriculum and the wider world is important for all pupils. We aim to contextualise the learning for our pupils and do this from our classrooms and through curriculum trips and visit. We have made solid links between the curriculum and the world in which we live, which we will continue to do throughout the next academic year primarily through assemblies and themed weeks like maths week, where we will invite parents into school to speak to the children about their vocations. We recognise that, through making these links, pupils' aspirations will continue to rise and this will have a positive impact on pupil progress as well as attendance of these pupils.	6

Clubs: Yoga, Football, Karate and further external providers. £1,000	As a school, we have identified the need to develop our pupils' perseverance and ambition. By providing a range of activities for our children we are able to encourage independence and help pupils aspire to try new activities. Being able to persevere and have high aspiration permeates all curriculum areas and will have a positive impact on outcomes as well as attendance.	6
Trips £3,500 Travel £1,000		6
Music: £2,000 Musical instrument tuition Choir Orchestra Enrichment clubs: £2,000		6

Total budgeted cost: £106,006

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

In the summer term 2022, end of key stage assessments were conducted in each phase. EYFS, Phonics, KS1, Times table Check and KS2 assessments were all implemented. Whilst these results are not being officially published, we have analysed outcomes and reported them to evidence progress towards the 2023 targets for the Pupil Premium Strategy.

Sounds Write CPD

Sounds Write interventions/the teaching of phonics is robust and consistent across EYFS, KS1 and into Y3. Staff have commented on the impact of the approach, its consistency and the rigorous/useful training.

The impact of Sounds Write has been very positive with internal data evidencing a surge in children's progress scores from their starting points in September. One of our vulnerable pupils in Year 1, for example, scored 0 in September and, whilst he narrowly missed the pass mark in June, he had accelerated to 28 marks (missing the threshold by 4). This child is in a perfect position to reach the expected standard in Phonics by the end of the year 2 retakes.

Despite considerable disruption for our Y1 cohort (attendance for this year group dropped to 92% in term 1 to 90% in term 2 due to Covid outbreaks, followed by further absence in terms 3 and 4 (Covid-related), 72% of pupils reached the Phonics pass compared to the 76% National Average, and 73% in East Sussex.

67% of PP children in EYFS achieved the early learning goal for word reading. Further, targeted interventions will be required for these children moving forward in September/Y1. We will draw on experienced TAs to provide this support.

In Year 1, 17% of the children reached the phonics pass mark. This is based on 6 children. 50% of these children have SEND. One child's progress has been hampered by attendance which is being addressed. 1 child was one mark off. Since the beginning of the year, the children have made enormous progress. 50% of pupils are less than 10 marks away from reaching the expected standard and so will do by the end of year 2.

Tutoring has impacted on some children here, with 33% either achieving the expected standard or less than 6 marks off. The other children were significantly lower in terms of attainment and will require further TA-led interventions in September.

In year 2, 85% of children achieved the phonics pass mark by the end of year. We plan focused intervention for those pupils who did not reach the grade, moving forward into Year 3. We look to retest these children by Christmas 2022 using a previous test.

Maths CPD

Mastery Maths continues to be embedded through the school. A particular focus on fluency has been successful this year, with pupils making good or better progress with their number facts and times tables knowledge (outcomes sourced from internal number fact assessments and Times Table Rockstars data.

The Mastering Number initiative (led by the DFE) has been of notable benefit. Outcomes for Maths across EYFS and KS1 are stable and improving. In EYFS 77% of PP pupils achieved Numerical Patterns, 78% of PP pupils achieved number and 78% of PP children achieved GLD for maths. Progress has been good amongst these children. Overall outcomes for GLD in maths the year group was 80%, meaning that GLD Maths for PP was broadly in line. GLD overall stands at 65% for all pupils and 54% for PP children. We have been pleased with the Mastering Number work in the year group. The structure and training for the programme has been fantastic and impacted on pupil outcomes.

The current National Average (emerging data) for maths at the end of KS1 is 68% and we sit at 67% overall at the end of Y2. In Y1, outcomes are higher 71%. Children in both cohorts have benefited from the Mastering Number input. Of those children who have received tuition, all have made significant progress with their understanding of number facts/fluency which was a target. We have enrolled on Mastering Maths

(embedding) for the next academic year, in order to maintain momentum with this successful programme.

Across KS2, we have focused on fluency and use of mathematical vocabulary in lessons. There have been improvements in both these areas across the school. Pupils use mathematical language more readily and this is beginning to impact on their understanding of more complex mathematical problems. The picture of maths across the school is one that is improving overall, with gaps between boys and girls narrowing. Our outcomes at the end of KS2 were however below the national average. This was impacted by some particular individual circumstances and significant Covid-19 disruption in Terms 2 and 3. We also had some borderline pupils whose standard scores were 98 or 99, narrowly missing the Expected Standard-100. Had they achieved this, we would have been in line with the National Average in this area.

School data shows that targets have been broadly met in years, 3, 4 and 5. PP outcomes in Y5 match the targets set. In years 4 and 3, outcomes are below those set (we have to remember they were ambitious targets set above the 2019 national averages). In Y4 3/11 children did not reach the expected standard (2 children were long-term absent) and in Y3 1/11 did not reach it. Overall outcomes for maths in these year groups were positive.

We plan further work to sustain our mastery maths approach in the 2022/2023 academic year focusing staff training linked to further formative assessment approaches and lesson structure in mathematics. The aim is to continue to ensure that pupils are embedding mathematical concepts and knowledge fully.

Tuition

Where pupils have received tuition, 19/30 (63%) reached the expected standard or above. 24/30 reached their desired target (80%) at the end of KS2. Gaining feedback regarding tuition was at the fore of evaluations across the academic year. Children talked with enthusiasm about the importance of tuition, providing direct feedback

I have really enjoyed my lessons about times tables because it has made me more confident.

I like having time to go over things again, so I can get it right.

We went over bits I found tricky and that helped me in my main lesson.

Talk for Writing and Reading into Writing Training

All teachers attended the Talk for Writing Training and employed strategies within their lessons. Of those pupils targeted writing in Y1, all achieved the expected Y1 standard. Although the targets have been realised, there are still gaps between the non-PP and disadvantaged pupils. Further work with handwriting and letter formation, alongside phonics, will support these pupils.

Outcomes for Y2 PP children in writing were lower than targets set. These children were those who also did not achieve their phonics test pass. Further support with phonics is planned to support reading and impact on writing.

PP outcomes in Y3 sit at 55% to 72% target. A number of PP and non-PP pupils received bespoke tutoring for writing. 11 Y3 pupils accessed this since January and 5/11 achieved the expected standard (45%). 9/11 reached their end of year target set (82%).

In year 4, 37% of PP achieved the expected standard. 64% was the target. One of our PP pupils left the setting and was on role until 1st July. Another child has not attended school all year and is currently awaiting specialised placement. 64% of pupils who have received tutoring for writing in Y4 have achieved their targets in writing. Not all of these pupils reached the Expected Standard, so there is more work to accomplish in Y5 to ensure that their gaps between outcomes and national expectations are narrowed.

8 pupils (some PP and non-PP) received tutoring since January. Of these children, 5 met their targets (63%) and 3 (38%) achieved the expected standard. These children had not been on course (in December) to reach their end of year target, so tutoring benefited them.

In year 5, all PP children met their targets. 43% of the children were targeted EXS, 43% achieved. Aim for this year group (and others) is to continue to narrow the gap between outcomes for PP and non-disadvantaged.

In year 6, 66% of PP were targeted the expected standard. 56% of the children achieved this outcome and 11% achieved GDS matching the 11% target set.

Across the school, outcomes in writing were slightly lower than we would like. Gaps in attainment between boys and girls was an emerging trend (particularly in EYFS) and we are, therefore, prioritising accelerating outcomes for boys in the 2022-2023 academic year.

Moving forward, we plan to provide bespoke tuition via our Teaching Assistants across the 2022-2023 academic year.

Language Link

Pupils who received infant and Junior language link received ongoing assessments as part of the provision. Across Reception, 31 pupils received additional LL support. Formative outcomes are recorded as either being partially effective or effective. Across the year, 94% of the provision has been partially effective or effective.

At year end, following moderation, 54% of PP pupils reached GLD. The national average for this year group.

78% of PP children achieved communication and language, which highlights in the positive impact of the speech and language input they have received.

Additionally, 78% achieved comprehension, 67% achieved word reading (phonics), 78% achieved GLD for maths and 56% achieved GLD for Literacy. The focus in the 22/23 academic year will be early reading intervention drawing on experienced TAs and the Sounds Write programme for these children.

In Year 1, 3 pupils had intensive Language link provision. These children developed skills in concepts and instructions as well as language structure. Pupils made pleasing progress across this academic year. Work in books evidenced this.

In Year 2, 5 pupils received intensive language support. These pupils made progress in their sessions, with outcomes being either partially effective or effective. Class teachers noted improvements in the children's understanding of concepts and instructions.

Nurture provision

Our Nurture provision continues to be invaluable to our pupils. We currently have 8 children accessing the provision across years 3 and 4. Regular assessment checks using the Boxall profile are used to measure progress alongside pupil and parent voice. It is an essential provision which also extends into the afternoon to provide further social and emotional support to children across the school. Across the 2021-2022 academic year, 67 disadvantaged pupils in KS2 have had regular access to the provision alongside pupils who need the setting but do not happen to be PP.

Social and Emotional Wellbeing

Counselling support is as important as ever. The three services we have employed this year (in addition to attendance support from Seaford Head) have been drawn on solidly each term.

Parent voice tells us that counselling is essential for the wellbeing of pupils. Parents have commented on the positive impact it has had on their child. Some children have required additional input, so sessions have been made available to support them.

This provision will continue moving forward into the next academic year.

Across the year, staff received further Therapeutic Thinking Training. Most recently, they have had access to ESBAS support about restorative justice including how to support pupils with regards to self-regulation. All classes now have a behaviour pathway which promotes recognised actions which are pro-social and reminds children as to what is unsocial and anti-social. This is embedded within the behaviour policy and works alongside the zones of regulation. Therapeutic approaches are used across the school to support all pupils. Pupils' understanding of emotional regulation continues to improve. Ofsted recognised behaviour as being a strength within the school, 'Behaviour in lessons and during playtimes is positive. This helps pupils to feel safe (Ofsted 2022).'

Wider strategies

Across the year, pupils were able to continue to access a range of extra-curricular activities with funding set aside to support in the teaching and learning of musical instruments. The funding also enabled pupils to take part in events like our E3 Adventure day and the residential trip to Blacklands Farm. Pupils attended clubs like Yoga, Karate, multi-sports, art, choir and drama. Where appropriate, we prioritised attendance for PP children. Disadvantaged pupils were also able to access our Night Owls provision which was fully funded where appropriate.

We conducted curriculum careers-based learning through assemblies with visitors in school. The children learnt, for example, the skills required to be a judge. Wherever possible, links to careers are made across all lessons. We continue to promote these opportunities within the teaching and learning cycle.

During the summer term the children engaged in an Arts week. Children participated in a range of art activities/workshops. Some artwork was displayed in the local community in recognition of the Jubilee celebrations.

Attendance

At the end of 2022 PP was 88.67%. It must be noted that the attendance codes for COVID absence were changed in the 2021-2022 academic year and the school was significantly impacted by the Omicron Covid-19 variant. Improving the gap between disadvantaged and non-disadvantaged remains an ongoing target.

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
Times table Rockstars	Maths Circle
Provision Map	Discovery Education
Early Start Language	Start Language
Hamilton Trust	Hamilton Trust
Lexia	Lexia
My Maths	Oxford University Press
Digi-Map	Digi-Map

Accelerated Reader	Renaissance Learning
Sing-Up	Sing-Up
Infant Language Link Junior Speech Link SEND Software Speech Link	Speech Link Multimedia
Testbase	Testbase
Twinkl	Twinkl
White Rose Maths	White Rose Maths

Service pupil premium funding (optional)

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 had no eligible pupils last year.
What was the impact of that spending on service pupil premium eligible pupils?	