

## 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 3-year pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

### School overview

| Detail   | Data   |
|--|--|
| School name  | Lantern Lane Primary School                                  |
| Number of pupils in school   | 413  |
| Proportion (%) of pupil premium eligible pupils                          | 18%  |
| Academic year/years that our current pupil premium strategy plan covers: | 2020 to 2021.<br>2021 to 2022.<br>2022 to 2023.              |
| Date this statement was published  | September 2020   |
| Date on which it will be reviewed  | September 2023   |
| Statement authorised by  | Jane Butler, Head teacher                                    |
| Pupil premium lead   | Jane Butler, Head teacher.<br>Paula Hancock, Assistant Head. |
| Governor / Trustee lead  | Jen Bewlex-Allen.  |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £94,115         |
| Recovery premium funding allocation this academic year                                 | £9,425          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£103,540</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Lantern Lane, we have clearly defined aspirations for all our pupils, as described in our intent statement, and consider our pupil premium strategy to be the vehicle whereby we give our disadvantaged pupils the additional support they may require to achieve this (in the same way as any other child that we work with).*

*Our pupil premium strategy is based on addressing the barriers to success that we have identified for our pupil premium children from working with them on a daily basis and through an understanding of the context of our school. We base our decisions on evidence, gathered both externally and from within our school, and ensure that all strategies are evaluated for impact.*

*It is widely recognised that the impact of the Covid pandemic has been especially great for disadvantaged children and, hence, it is appropriate to consider the needs of these children in detail in the context of the school's decisions and efforts to support recovery.*

*Our pupil premium strategy - and the decisions that underpin it - is based on the following principles:*

### **Whole-school ethos of attainment for all:**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to fulfil their potential and succeed.

Staff adopt a 'solution-focused' and personalised approach to overcoming barriers.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

### **Addressing behaviour and attendance:**

A strong emphasis is placed on developing positive behaviours for learning.

The reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support.

Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### **Quality First Teaching:**

The school places a strong emphasis on ensuring all disadvantaged pupils receive quality first teaching.

Responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who may need additional support to thrive.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to quality first teaching with class teachers retaining accountability for pupil achievement.

### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school for the individual.

Extensive knowledge of the children is used to ensure *all* barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can further their learning to enable them to catch up to meet age-related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented, taking into account our knowledge of these children.

### **Data-informed:**

The progress of disadvantaged pupils is discussed at Data Support Meetings and at key assessment points.

Actions to support/ promote progress are identified, implemented and regularly reviewed within each assessment phase.

### **Clear, responsive leadership**

A Strategy Group, which includes leadership and a governor, review the effectiveness of strategies at the end of each assessment point.

Self-evaluation is rigorous, honest and acted upon.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

### **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement at all levels of attainment.

Outside agencies fully utilised e.g., healthy families.

## Challenges:

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Children have missed a significant amount of learning due to Covid-19. Despite remote learning during lockdown, there is a clear disparity in learning outcomes (academic and social and emotional) as a result of the pandemic. |
| 2                | The children's inability to fully access a remote learning curriculum due to reluctant parental engagement and limited home learning resources.  |
| 3                | Significant proportion of PP children also have additional learning needs.   |
| 4                | Poor reading, vocabulary and language skills as children are not exposed to a broad range of texts, vocabulary or language beyond school.  |
| 5                | Limited access to full participation in the school curriculum and school life (Uniform, resources, residentials, trips, sporting opportunities).   |
| 6                | Lower attendance rates for some PP children when compared to non-PP children which has had a significant impact on the consistency and continuity of their learning.   |
| 7                | More limited access to social and emotional wellbeing support outside of the school environment.   |

## 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   |
|--|--|
| A: Through the development of a robust catch-up curriculum, the academic and social, emotional learning needs of all disadvantaged pupils will be addressed. | <p>PP children will be fully engaging in a broad &amp; balanced curriculum supported by good behaviours for learning.</p> <p>All staff in school will have high aspirations for the learning outcomes for these children.</p> <p>Academic provision will be tailored to their personal next steps based on a clear understanding of their current attainment.</p> <p>All social, emotional or behaviour needs (that may be a barrier to progress) will be being addressed.</p> |

|   |   |
|---|---|
| <p>B: Through rigorous preparation and clear communication with parents, pupil premium children will access home learning in the event of lockdown.</p>   | <p>No PPG child will miss remote learning experiences through a lack of hardware or technology support. Attendance at remote learning sessions will be at least good.</p> <p>Engagement in remote learning will be at least good.</p> <p>Wherever the above is not the case, teaching staff and senior leaders will be providing support to both the children and their families to change this.</p>  |
| <p>C: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point</p> | <p>Appropriate academic support will be in place for all pupil premium children to underpin good or better learning outcomes.</p> <p>Appropriate social &amp; emotional support will be in place for all pupil premium children to underpin good or better learning outcomes.</p> <p>Effectiveness of targeted support will be evaluated regularly based on understanding of children's attainment &amp; progress - with changes made as appropriate.</p> <p>Progress &amp; attainment will be stronger for pupil premium children.</p> |
| <p>D: Pupil Premium children in reading will achieve in line with non-pupil premium children.</p>   | <p>Proportion of pupil premium children achieving age-related expectations in reading at key summative points will be in line with their non-pupil premium peers.</p>   |
| <p>E: Equality of opportunity for our pupil premium children in terms of enrichment opportunities &amp; cultural experiences will be improved.</p>  | <p>All pupil premium children will access a full range of in-school enrichment, school trips &amp; residential.</p> <p>Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events, will be offered to all our pupil premium children as part of an enhanced curriculum.</p>  |
| <p>F: Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.</p>   | <p>The number of pupil premium children with good attendance (95% or above) will increase year-by-year.</p> <p>Where attendance is below this, a package of support will be in place to close the attendance gap.</p>   |

## 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 (approximately): £14,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>*CPD to be delivered in respect of QFT both on a whole school basis and targeted as required.</i></p> <p><i>2020 to 2021: focus was on cognitive load; retrieval practice and the development of feedback.</i></p> <p><i>2021 to 2022: focus on the mastery approach, direct instruction, deliberate practice &amp; formative assessment.</i></p> <p><i>2022 to 2023: self-regulation &amp; metacognition. Use of peer tutoring.</i></p> | <p><i>*Effective feedback supports strong progress [EEF + 7 months] with effective verbal feedback showing even stronger gains. Lower attaining pupils are particularly well-supported by explicit identification of next steps.</i></p> <p><i>*Scientific research shows the importance of teachers understanding and planning for the impact of cognitive load, e.g. using retrieval strategies to embed knowledge to support higher level thinking activities.</i></p> <p><i>*Mastery learning linked with stronger progress and levels of attainment.</i></p> <p><i>*EEF suggests gains of 7 months for the average learner when meta-cognitive techniques are taught/ supported.</i></p> | 1                             |
| <p><i>To create a literary rich environment:</i></p> <p><i>*Investment in reading resources within school.</i></p> <p><i>*Further development of class story time.</i></p> <p><i>*Engagement with NELI programme (DfE backed).</i></p> <p><i>*Keystage and peer support for staff to</i></p>   | <p><i>* Children being immersed in reading and literature is linked to better academic outcomes, recognising the barrier that weak reading skills creates across the curriculum.</i></p> <p><i>*Teaching approaches that encourage children to develop</i></p>  | 4                             |

|  |  |     |
|--|--|-----|
| <p><i>trial, evaluate &amp; embed whole class reading.</i></p> <p><i>*Investment in enhanced phonics provision in line with DfE direction (including a cohesive intervention programme).</i></p> | <p>reading fluency are linked to gains in comprehension skills.</p> <p>*Explicit teaching of reading comprehension skills is associated with strong gains in learning (+7 months EEF) especially when children also practise in pairs (collaborative learning also beneficial according to EEF)</p> <p>*Strong evidence base for the use of systematic, synthetic phonics as per DfE renewed validation.</p> <p>*It is recognised that disadvantaged children may acquire phonics skills more slowly so quality provision in phonics - together with additional 1:1 or small group support is essential.</p> |     |
| <p><i>*Monitoring of pupil premium support &amp; outcomes to be coordinated by a senior leader in school.</i></p>  | <p>*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support &amp; accountability in a consistent and personalised manner.</p> <p>*Strong relationships with teaching staff together with high expectations for all children support good learning outcomes.</p>   | 1/6 |
| <p><i>*ECTs &amp; RQT to be mentored by senior leaders to ensure their retention and development of effective practice for all children including pupil premium.</i></p>                         |  | 1/4 |
| <p><i>*Staff held accountable for progress of PPG children through regular challenge of data support meetings and performance management cycle.</i></p>  |  | 1/6 |
| <p><i>*Investment in staff training and resources to increase effectiveness of diagnostic assessment.</i></p>  | <p>*Identifying gaps in learning and making adjustments to whole class teaching &amp; structured support are widely recognised as key to addressing any learning losses (DfE guidance/ EEF research).</p>  | 1   |

|  |  |   |
|--|--|---|
|  | *Retrieval activities - as well as supporting long term memory - give teachers significant insight into knowledge & understanding of pupils in a non-threatening way.  |   |
| <i>*Provision of hardware &amp; software to support PPG children in accessing any remote provision (that may remain necessary) and technical support to ensure its use is maximised.</i> | *School experience showed that lack of hardware was one of the most significant barriers for pupil premium children in accessing & engaging with remote learning.<br>*National picture mirrored our school experience. | 2 |

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

Budgeted cost (approximately): £70,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>*In class targeted support by SLT members, teachers and teaching assistants.</i>   | Supports personalised feedback at the moment of learning (see earlier evidence for effective feedback).<br>Allows instruction to be more individualised (EEF + 3 months) and can harness the benefits of collaborative learning also.                     | 1/2/3/4                       |
| <i>*Provision of small group &amp; individual intervention by LLPS staff to address learning gaps, e.g. Fresh Start, Switch-On, Critical Readers. [within school day and afterschool where appropriate]</i> | See above.<br>Some interventions based on use of recognised & widely used programmes that are evaluated across the primary sector (and found to be effective).<br>Lantern Lane evaluations - undertaken on a regular basis - inform future interventions. | 1/2/3/4                       |
| <i>*Engagement with the National Tutoring Programme to provide</i>  | DfE lead initiative based on their research into effective intervention.  | 1/2/3/4                       |

|  |  |                |
|--|--|----------------|
| <p><i>small group tuition in respect of learning gaps.</i></p>   | <p>Small group additional instruction &amp; practice is considered effective when mirroring class aims &amp; objectives.</p>   |                |
| <p><i>*Investment in inclusive technology (e.g. Clicker 8) and other resources that support all to access the curriculum.</i></p>  | <p>Children with additional needs are supported to access the curriculum resulting in learning and self-esteem gains.</p> <p>National Literacy Trust survey concluded that the main benefits of Clicker 8 were:</p> <ul style="list-style-type: none"> <li>-engagement in learning;</li> <li>- differentiated support;</li> <li>-opportunities for personalised learning;</li> <li>-supporting learner independence.</li> </ul>                    | <p>1/2/3/4</p> |
| <p><i>*Data support meetings to have a focus on improving outcomes for PPG children through coordinating approaches in whole class with intervention programmes, both academic and pastoral.</i></p> | <p><i>*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support &amp; accountability in a consistent and personalised manner.</i></p> <p><i>*Regular challenge over the progress of pupil premium children is a feature in all the schools recognised for their successes in closing disadvantaged difference.</i></p> | <p>1/2/3/4</p> |

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

Budgeted cost (approximately): £17,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>*Staff CPD in supporting children with mental health barriers to achievement.</p> <p>*Staff CPD in respect of safeguarding vulnerable children.</p>   | <p>Association for Child and Adolescent Mental Health. "Teachers are widely recognised as being well-placed to identify mental health &amp; well-being issues provided they are supported with appropriate training."</p> <p>Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).</p> | 1/7                           |
| <p>*Provision of ELSA, as appropriate.</p> <p>*Wellbeing Support Assistant role (children with emotional &amp; social barriers to learning supported through a varied package of support).</p> | See above.  | 1/7                           |
| <p>*Work with external agencies in the promotion of children's wellbeing.</p>  | <p>NICE recommends that children in primary education (aged 4-11 years), who are showing early signs of emotional and social difficulties should be considered for external intervention delivered by specialists.</p>  | 1/7                           |
| <p>*Financial support in respect of uniform and childcare (e.g.</p>  | <p>DfE supported strategy as it promotes inclusivity and readiness for school, which in turn has a positive impact on being ready to learn.</p>   | 5/1/4                         |

|   |   |       |
|---|---|-------|
| afterschool care).  |   |       |
| *Subsidisation of school enrichment activities (e.g. ice skating/ music tuition); school trips & residential. | Council for Learning Outside the Classroom supports increasing equality of opportunity in respect of trips & residential that are linked to curriculum learning or developing personal skills, e.g. independence, collaboration & problem solving.<br>EEF associates outdoor learning with progress gains of  | 5/1/4 |
| *Parent liaison and individual support packages to maximise vulnerable children's attendance at school        | DfE research (2016) showed that every day of absence for a child was associated with a lower chance of achieving 5+ good gcse.<br><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a> | 6     |

**Total budgeted cost: £101,500.**

## 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 2020 to 2021 academic year.

**A: Through the development of a robust recovery curriculum (based on whole class teaching and intervention), the academic and social emotional learning needs of all disadvantaged pupils will be addressed.**

Staff training & support was provided to ensure that appropriate changes were made to the curriculum to allow children to close any gaps relating to Covid learning loss. These changes to the curriculum were informed by additional diagnostic testing and supported by regular tracking (to allow adjustments to provision based on clear outcomes). As a result, staff were clear on learning gaps for pupil premium children and planned through whole class teaching & appropriate intervention to start to address these.

**Impact of the above on pupil premium data:**

*Comparing the attainment at Summer 2021 to that in Autumn 2020, despite a further national lockdown and repeated disruption to school life due to the Covid pandemic, support - in the ways outlined above - has meant that:*

- 86% of our PPG children have maintained their attainment profile or improved it through moving up a level in at least one of the three core subjects.
- 40% of PPG children improved their attainment profile in the period given (see above).

**Outcomes for pupil premium children in terms of support beyond whole class quality first teaching:**

67% of Year 6 pupils had long-standing reading support in an intervention evaluated as good or better.

50% of Year 5 pupils had focused booster work for reading in Autumn and were supported across the curriculum through small group teaching following return to school after lockdown 2. Both of these interventions were evaluated as good or better. Latter intervention was considered by the children, parents and teachers as having extended benefit of increasing confidence and participation in learning.

46% of Year 4 PP children had longstanding support in an extended maths intervention that was evaluated as good or better. Confidence and enthusiasm levels in normal classroom learning were also evaluated as increased for these children.

Year 3 PPG children, not at the expected level in reading, received extended support through the critical reader and Fresh Start programmes. Both of the latter have an extended track record of supporting development in reading ages.

**In KS1**, 47% of children were engaged in successful interventions that targeted phonics and early reading/ 30% in sentence structure interventions/ 18% in arithmetic interventions. Outcomes for all of these interventions were evaluated as good.

**In EYFS**, it was considered appropriate for the focus to remain on quality whole class teaching given the age of these children.

Positive outcomes from the pastoral and wellbeing support were confirmed when a full review of learning behaviours was undertaken upon the return to school in April.

Observation, staff and pupil voice showed that, on the whole, children had adapted quickly back to learning in school and were ready to learn in the classroom.

**B: Through rigorous preparation and clear communication with parents, pupil premium children will access home learning in the event of lockdown.**

Attendance at & engagement with remote learning was improved through provision of technology and technology support; through regular contact with school staff to build/ maintain relationships, and through wellbeing support where this represented a barrier to learning: In **KS2**:

40% of children were supported to successfully access the remote provision through the loan of a school laptop, meaning their learning continued.

31% of children were supported through 1:1 technical support and/ or training to use devices & software, allowing them to successfully access remote provision.

52% of PPG children had contact from varied members of staff to support their attendance at & engagement at live remote sessions (this was in addition to the staff contact that all children in school received).

64% of PPG children were given learning support remotely beyond that to their whole class. This included 1:1 sessions or small group sessions guided by teachers and TAs to support completion of tasks and/ or address misconceptions and learning gaps.

18% of PPG children were given social & emotional support by a Wellbeing Mentor so that they were able to engage with and make progress during remote teaching and learning.

**In KS1:**

18% of children were supported to successfully access the remote provision through the loan of a school laptop, meaning their learning continued. An additional 35% of PPG in KS1 were provided with paper resources to ensure that families were helped to maintain learning in a manner better suited to the child and/ or home environment.

18% of children were supported through 1:1 technical support and/ or training to use devices & software for parents, allowing them to successfully access remote provision.

30% of PPG children and their families had contact from varied members of staff to support their attendance at & engagement at live remote sessions (this was in addition to the staff contact that all children in school received).

65% of PPG children were given learning support remotely beyond that to their whole class. This included 1:1 sessions or small group sessions guided by teachers and TAs to support completion of tasks and/ or address misconceptions and learning gaps.

In addition, 41% of PPG children attended the in school provision on at least some days during the week as a result of their pastoral/ attendance or learning need (rather than due to parents having keyworker status).

23% of PPG children were given social & emotional support by a Wellbeing mentor so that they were able to engage with and make progress during remote teaching and learning.

#### **In F2:**

11% of children were supported to successfully access the remote provision through the loan of a school laptop, meaning their learning continued and they maintained key relationships with teaching staff.

22% of children/their families were supported through 1:1 technical support and/ or training to use devices & software, allowing them to successfully access remote provision.

22% of PPG children had contact from varied members of staff to support their attendance at & engagement at live remote sessions (this was in addition to the staff contact that all children in school received).

34% of PPG children were given learning support remotely beyond that to their whole class. This included 1:1 sessions or small group sessions guided by teachers and TAs to support completion of tasks and/ or address misconceptions and learning gaps.

22% of PPG children were given social & emotional support by a Wellbeing mentor so that they were able to engage with and make progress during remote teaching and learning.

Attendance at & engagement with remote learning was tracked for all pupil premium children. Where there was a concern, teaching staff and senior leaders worked proactively with the child/ family to improve engagement and outcomes.

**C: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point.**

Children in receipt of pupil premium identified as SEND or vulnerable to SEND were supported through a diverse, and often highly personalised, programme both during remote learning & to secure a positive return to school.

#### **SEND (8 children):**

All children were offered a place in school during the lockdown and six out of eight children accepted this, giving them access to essential routines & relationships that supported wellbeing, academic progress and ease of transition back to school.

When not in school, 50% of these children were receiving remote provision that was closely tailored to their needs (mirroring procedures in school).

All of the other children accessed additional support with 1:1 or small group sessions at points during the 'remote' teaching day and with regular social and emotional 'check-ins' with familiar adults.

In addition to the extended contact with the class teacher, five (out of 8) families were receiving regular contact and support from senior leaders with a further child having daily contact with the FS Co-ordinator.

Termly review meetings and work with outside agencies continued, albeit remotely, to ensure that recognised needs and those relating to the pandemic continued to be met.

#### **Vulnerable to SEND (13 children):**

Six of these children were supported through ELSA or the Wellbeing Support Assistant in respect of their social & emotional needs.

Class teachers also offered additional pastoral support to a further 8 children and their families through enhanced contact and adjusting remote provision to take into account social/ behavioural needs. For seven of these children and their families, the above provision was further supplemented by support from senior leadership team.

This extended package of support has enabled these children to embrace the full-time return to school and engage with a personalised recovery programme to address gaps in learning.

**D: Pupil Premium children in reading will achieve in line with non-pupil premium children.**

In summer 2021, performance in reading at M+ for pupil premium children had strengthened in all year groups from the Autumn 2020 baseline:

F2 +11pp/ Year 1 +19pp/ Year 2 +23pp/ Year 3 +12pp/ Year 4 +11pp/ Year 5 +12pp/Year 6 +22pp.

Currently, Year 2, 3 and 6 have no disadvantaged difference.

Disadvantaged difference in Year 1, Year 4 and Year 5 is equivalent to approximately two children and these year groups will now become the focus of PPG monitoring & review.

It will also be necessary to monitor that the continued impact of quality first teaching and other reading developments leads to the same amount of impact for pupil premium as their non-pupil premium peers.

**E: Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.**

Given the restrictions imposed by Covid, outward facing opportunities were limited for all children. Instead, the focus during this period was on maintaining strong relationships with teaching teams and active engagement with the learning on offer.

Where it was considered appropriate, pupil premium children were given places in school where access to social interaction & wellbeing activities could be widened.

**F: Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.**

In the period following the end of the second lockdown, attendance for pupil premium children was an average of 94%. There are variations for individual pupil premium children and families within this so working with these families to understand the importance of improved attendance remains a priority.

### 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? | Given the small numbers in school (4 children), our strategy is to individualise provision, where needed. Examples include: |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>*support to increase engagement both remotely and during face-to-face (child &amp; parents);</li> <li>*targeted academic support during whole class time;</li> <li>*intervention to support accelerated progress, e.g. reading booster groups &amp; critical readers;</li> <li>*Emotional &amp; social support through personalised social and emotional programmes</li> <li>*Access to enrichment opportunities;</li> </ul> |
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>All children were able to engage successfully with the curriculum during lockdown and on return to school, supporting them to make expected or better progress.</p> <p>Gaps for these children, both academically and socially/ emotionally, are being addressed through quality first teaching foremost and thereafter through focused intervention, where appropriate.</p>   |