

St. Bede's Catholic Infant School

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
St. Bede's Catholic Infant School	
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	19%
Academic years that our current pupil premium strategy plan covers	2020-2021 2021-2022 2022-2023
Date this statement was published	21.9.21
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Ms S Howard Miss J Coughlan
Pupil premium lead	Miss J Scragg
Governor lead	Dr N Wylie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57490
Recovery premium funding allocation this academic year	£6235
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£63725

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Our highest priority is to narrow the gap between the privileged and underprivileged by giving our children the best possible education.

Excellent standards across all year groups have been maintained and sustained over many years. Historically by the end of Key Stage 1 school Pupil Premium pupils as a group have consistently performed broadly in line with or better than other pupils nationally. Our School target is to maintain high standards for all pupils and narrow the gap between Pupil Premium and non-Pupil Premium in school. From EYFS Baseline and in terms of school flags and tracking all pupil premium children make significant progress across all year groups.

(The ratio of SEND children within these groups is taken into consideration when evaluating impact and success criteria)

On return to school in September 2021 following the lifting of Covid restrictions we aim to ensure a return to facilitating the more independent application of knowledge and skills through our usual, creative, enabling learning environment and focus on collaborative learning in the context of and continued commitment to an ambitious and broad curriculum. This has continued to be taught from the outset. This makes an outstanding contribution to progress because subjects are highly structured to meet the needs of children with a strong emphasis on the basic skills of reading, writing and maths but with enough time given to all subjects and areas of learning so all children enjoy a rich series of experiences. We must not compromise on the children's rights to this and their need to develop the cultural capital for their future success.

Objectives

- Pupil Premium children including those with SEND make accelerated progress from their starting points which is equal to or above Non-PP in school.
- By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing
- By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths
- All children achieve their potential as evidenced in achievement of or by exceeding individual targets set
- The social, emotional, physical health and well-being of all children ensured impacting upon readiness to learn
- The development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment

Rationale and evidence base for chosen approaches

The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.

We recognise that not all pupils who are entitled to Pupil Premium are disadvantaged or vulnerable and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar.

Sir John Dunford National Pupil Premium Champion for the Government advised that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.

The Sutton Trust and Learning Toolkit and Education Endowment Foundation (EEF), consider a wide range of common approaches and strategies to raising achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.

In line with our Mission Statement Pupil Premium has been and will continue to be, (2021-2022 alongside Recovery Premium), deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs. This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.

Challenges

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

Challenge number	Detail of challenge
	National Priority Impact of absence from school due to COVID-19 which crosses all challenges detailed below.
1	Communication and Language skills-Historically on entry children are below age expected in communication and language skills with limited development in vocabulary .
2	Literacy skills- Historically on entry children are below age expected in reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books.
3	SEND-Historically on entry there is a higher percentage of children with SEND as compared to the Non PP Group. In recent years there has also been an increase in the number of children with complex needs with a variety of needs identified across cohorts.
4	Personal and social development-On entry to school an increasing number of children are demonstrating a lack of self-regulation and some a lack of boundaries limiting engagement.
5	Emotional Health and Well-being for some children due to a number of factors including Family issues, separation, bereavement, SEMH as part of SEND
6	Physical health and well-being-link to Reception weights and measures data; link to PE and Sports Premium Strategy
7	Limited opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning
8	Reinforce the specific significance of good attendance on return for the child's progress and emotional health and well-being.

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
<p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>End of Key Stage 1 outcomes link to 2</p>	<p>Monitoring, including planning and assessment records, pupil observations and when appropriate Welcomm evidencing use of extended language and vocabulary and use of correct grammar/ sentence structure orally impacting positively on confidence and on reading and writing outcomes.</p> <p>Monitoring demonstrating creative activities planned and delivered resulting in attentive/ engaged listeners.</p>
<p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing and maths (Targets will be set at the end of September using school flags)**</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set.</p> <p>Monitoring and evaluation activities including as appropriate Welcomm and NELI evidencing challenged progress.</p> <p>On entry gaps between PP and non-PP in school narrowing by the end of KS1 evidenced through school Flag system and end of Key Stage outcomes.</p> <p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and writing and maths</p> <p>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</p> <p>All PP children in Year 2 to meet KS1expected phonics standard</p> <p>Application of basic skills at flag 2 and above evident in work.</p>
<p>High standards of speaking and listening and teaching and learning in reading and writing supported through effective home school partnerships including;</p> <p>High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and comprehension books provided for home use, reading diaries.</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school and nationally at EXS+ and GDS in reading and in Phonics</p>	<p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and phonics</p> <p>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</p> <p>All PP children in Year 2 to meet KS1expected phonics standard</p> <p>Children changing their reading books at least weekly and sharing books with their family daily.</p> <p>Monitoring evidencing children enjoying a wider variety of books at home impacting positively on their reading and writing targets in school.</p> <p>Positive impact on other areas of development including social skills and speaking and listening extending vocabulary through the wide range of reading materials offered including non-fiction.</p>

<p>Pupil Premium children including those with SEND to make accelerated progress from their starting points which is equal to or above Non-PP children in reading, writing and maths</p> <p>To support children to work collaboratively, critically, creatively Focus: continue and extend personal, social, emotional health and well-being programmes.</p>	<p>SENDCO and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including:</p> <p>Adapted Silver SEAL and Time to Talk Sunbeams in place for those children with separation and loss issues impacting on self-esteem, relationships and ability to cope with situations in and out of school.</p> <p>P4C Small group programme impacting upon social and emotional well-being and learning.</p> <p>Children develop skills to form opinions and present them to others during discussions and debates.</p> <p>Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p>
<p>The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p>	<p>Themed weeks across the year including: Emotional Health and Well-being week (October) Parliament/Anti-bullying/Multi-Faith Week (November) Arts/Awe and Wonder/Equalities Week and Community Saturday (March) Sports and Physical well-being week (June)</p> <p>Monitoring of attendance engagement evidencing 100% of PP children having the opportunity to participate in a range of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and Well-being, Tennis, Computing, Multi-sports, Gymnastics, Library Club, Reading, Puzzle Club, Spanish (Focus Children's University Hours) Educational visits include focus on cultural experiences</p> <p>Children's gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school. Children's learning and achievement celebrated e.g. Children's University Family celebration</p>
<p>Increased attendance rates for Pupil Premium Persistent Absentees. Cross reference to rationales for individual targets</p>	<p>Weekly analysis and ongoing work alongside the EWO to evaluate rationales for and progress of Pupil Premium Persistent absentees to reach individual targets</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.

The following will need to be considered in light of any further school, local or national lockdowns when the Remote Education Policy and Plan will be implemented. (See school website)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£40 495 (Teacher); £400 CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to follow any ongoing guidance due to COVID-19 Pandemic</p> <p>One permanent floating teacher (0.6) will undertake and oversee the appropriate assessments of children for group support/tutor groups/intervention. This strategy will ensure the provision of proven teaching expertise, continuity and familiarity of staff for the children</p>	<p>National Priority Impact of absence from school due to COVID-19 See EEF guidance including COVID-19 Support Guide for schools</p>	<p>(Crosses all internal and external challenges detailed above)</p>
<p>Extend links to external agencies/providers to provide CPD/workshops for staff relevant to supporting personal, social, emotional health and well-being Implement as appropriate skills provided through National College, HBC Employ skills of School Mental Health First Aiders (x 3 staff)</p>	<p>Support existing proven strategies and enhance self-sustaining provision</p>	<p>4,5,6</p>

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

Budgeted cost: *£40 495 (Teacher); £21 530 (TAs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A high focus will be upon the children's well-being, attitudes to learning and consolidation of basic skills. This will be in the context of our broad and ambitious curriculum (see other priorities and school website). We must not compromise on the children's rights to this and their need to develop the cultural capital needed for their future success.</p> <p>English and Maths Early assessment of needs Timetabled and responsive flexible deployment of staff to work across year groups, in groups and in class focusing on LA, PP and PP with additional needs and/or vulnerabilities Clear entry and exit criteria are in place for these interventions which are responsive to achievement of defined and successful outcomes.</p>	<p>Historically proven strategy Clear entry and exit criteria for groups linked to Flag criteria Flexible deployment allows for strategies to be redefined to ensure success Intensive tuition in small groups is highly effective.</p> <p>COVID-19 Support Guide for Schools (as needed) See also rationale and evidence base for chosen approaches above</p>	<p>1, 2, 3. 4. 5</p>
<p>Floating teacher and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including: adapted Silver SEAL and Time to Talk; Sunbeams; P4C</p>	<p>Historically effective strategies to be continued Clear entry and exit criteria for groups linked to Flag criteria See also rationale for chosen approaches above</p>	<p>3, 4, 5</p>

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

Budgeted cost: £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and comprehension books provided for home use, reading diaries.</p> <p>Remote Education provided as needed.</p>	<p>Historically effective strategies to be continued and impact measured as appropriate e.g. through response and engagement. See also rationale for chosen approaches above</p>	<p>1,2</p>
<p>Themed weeks across the year including Arts/Awe and Wonder/Equalities Week and Community Saturdays (October/December) Parliament/Anti-bullying/ Multi-Faith Week (November) Emotional Health and Well-being week (March) Sports and Physical Well-being week (June)</p> <p>Offer a wide variety of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and well-being, Tennis, Fun with Food, Computing, Multi-sports, Gymnastics, Library Club, Reading, Spanish, Puzzle Club (Focus Children's University Hours) Educational visits include focus on cultural experiences</p>	<p>Historically effective strategies to be continued and impact measured as appropriate e.g. through response and engagement. See also rationale for chosen approaches above</p>	<p>4, 5, 6, 7</p>
<p>Specific focus on return to school and resumed expectations of attendance. Designated Lead Management time allocated to specifically support vulnerable families on return to school and those with anxieties.</p>	<p>Historically effective strategies to be continued See also rationale for chosen approaches above</p>	<p>8</p>

Attendance lead monitor attendance of all and most especially vulnerable children/groups Work alongside EWO/Link Governor Engage parents through high focus on significant impact of good attendance from Induction and through- out the year at parents meetings, newsletters, prospectus.		
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Total budgeted cost: £ 63 725

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.

Impact Statement

Assessments and Interventions

Time and resources, including the deployment of staff were allocated to support the children's transition, assessment and progress. Part time teacher's hours were extended to provide proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' has funded these additional hours. This decision has proven to be invaluable in the ability to enable flexible deployment during full school opening but also during the unpredictable nature and impact of the ongoing Pandemic.

Observations and initial assessments on return in September 2020 and knowledge of engagement through Lockdown showed that the impact on our children up that point had been mainly academic in taught skills such as phonics and number. Redressing this for Remote Education Plans was an action undertaken and implemented during the January Lockdown.

Communication with parents during each lockdown has enabled us to identify children who had been working at home and was used to decide which children were assessed as a priority on returning to school in September and March.

On return in both September and March, early assessment of phonics, reading and maths skills was undertaken. Assessments highlighted which children needed early intervention and this information was used to deliver appropriate support across the Autumn, Spring and Summer terms. This was repeated on return in the Spring. Phonics Assessment books were used to highlight any gaps and clear next steps were shared with all staff working in the year group. In Maths assessments were used to highlight groups of children who required support and the specific strand of maths that they needed support with (number recognition, addition, formation etc)

Children's progress within each topic and each subject is assessed by the teacher and monitored by the subject lead, Curriculum Leads and head teacher.

The vast majority of children returned to their normal outstanding rates of progress and end of year attainment as measured through school assessment procedures and gap analysis. Those identified children who are continuing on their journey to reach their individual potential will be supported through provision of support/intervention.

Below details progress made across 2020-2021 by PP and Others (Non PP) children as measured internally using school flags. All children made at least expected progress in Reading, Writing and Mathematics with a significant percentage making exceed progress towards their challenging individual targets.

Year 1 2020-2021				
	Number of Children	Below July	Expected July	Exceeded July
Reading				
PP	17 October 19 May 20 July	0%	65% (13)	35% (7)
Other (Non PP)	58 October 57 May 56 July	0%	55% (31)	45% (25)
Writing				
PP	17 October 19 May 20 July	0%	65% (13)	35% (7)
Other (Non PP)	58 October 57 May 56 July	0%	43% (24)	57% (32)
Mathematics				
PP	17 October 19 May 20 July	0%	55% (11)	45% (9)
Other (Non PP)	58 October 57 May 56 July	0%	48% (27)	52% (29)

Year 2 2020-2021				
	Number of Children	Below July	Expected July	Exceeded July
Reading				
PP	12 October/May 15 July	0%	67% (10)	33% (5)
Other (Non PP)	68 October/May 65 July	0%	57% (37)	43% (28)
Writing				
PP	12 October/May 15 July	0%	63% (8)	37% (7)
Other (Non PP)	68 October/May 65 July	0%	52% (34)	48% (31)
Mathematics				
PP	12 October/May 15 July	0%	60% (9)	40% (6)
Other (Non PP)	68 October/May 65 July	0%	68% (44)	32% (21)

Impact Statement

Communication and Language

Staff have continued to access a wide variety of remote CPD including the sharing of learning through ongoing remote and socially distanced discussion for example through PPA. This has enhanced expertise in recognising and identifying needs throughout the COVID-19 pandemic. Staff awareness of language and communication delays has enabled swift action and necessary referrals to be made.

Schools remote education offer ensured accessible and appropriate activities were planned and delivered as appropriate for all children aligned to our creative and broad curriculum and schemes of work. A range of experiences were offered to the children including Zoom live sessions for classes, story times, music sessions. All children were provided with physical resources, including ICT equipment if needed, to use at home. Engagement was monitored through Purple Mash and regular phone calls and emails to families. Development of self-confidence and awareness has been promoted across the school, when children have been able to share their news building upon their confidence to use relevant vocabulary and grammar. Engagement with competitions, information sharing and project work have provided further opportunities for children to share with peers. Modelling by staff and peer support has increased children's confident involvement in discussions.

Monitoring evidences opportunities for children in the classroom and outdoor environment in line with Government guidance, to participate in continuous provision differentiated activities and role play which have further enhanced children's opportunities to engage with the creative curriculum and enable them to build upon their language and communication skills.

Through the remote Induction programme including transition meetings with pre-school staff and parents, children were identified who required speech and language support. On entry further assessments including the Welcomm Speech and Language Assessment were undertaken by the SENDCo and class teachers undertook Baseline Assessment. As a result a high number of children were identified as requiring language and communication support. The early assessment and identification of need enabled focused and tailored intervention to be put in place very early on in the first term. Personalised Learning Records further evidence the impact of interventions. Swift and focussed assessment on return from the lockdown enabled staff to identify gaps quickly and to put appropriate intervention in place.

Impact Statement

Emotional Health and Well-being

Staff have continued to access a variety of remote CPD/workshops to support emotional, health and well-being. Mental health first aiders have attended refresher and update workshops to support their role in school.

Monitoring and evaluation evidencing activities supporting social and emotional development and nurture impacting on children's identified individual needs.

Sunbeams began during the Autumn Term and support was offered to children in small class groups using resources as required. We will continue to run the programme in the coming year.

P4C after school sessions did not go ahead due to staggered times. However some of the skills associated with P4C have been used in curriculum activities and shared as part of our well-being focus.

Adapted SEAL has been available for small group interventions and has been used to support specific children through nurture.

Pupil Steering Groups/Pupil Voice

We are so proud of the contribution our children make through their participation in a variety of steering groups which have continued to meet in a COVID secure, socially distanced manner. Members of the groups include our Reception children as well as children from Year 1 and Year 2. The children take their roles very seriously, supporting the Mission and ethos of our school. The children develop leadership skills knowing the importance of listening, of collaboration and co-operation and they gain an understanding of democratic decision making. They gain a clear understanding of their rights and those of other children and their responsibilities towards their own well-being and that of others. We should never underestimate how deeply young children think or the sincerity of their response.

The school council and anti-bullying ambassadors contributed to and suggested a variety of activities that were used to support our ongoing high focus of whole school initiatives. Friendship awards and School Council Questionnaires have been completed to demonstrate how safe, secure and happy our children are at school.

All pupil groups continued to meet in a COVID secure manner throughout and have been able to implement a number of initiatives.

The Eco group supported initiatives including the walk to school challenge and respect for our environment challenge.

Reading Home/School Links

Impact Statement

Phonics/grammar books were purchased and were distributed at the beginning of the term.

Children enjoyed using their phonics or grammar book at home. Monitoring evidencing children applying skills in class as a result of extra resources.

Although the phonics screening was carried out in the Autumn Term for the year 2 children, due to COVID and the Spring Lockdown all KS1 national assessments were cancelled and there was no requirement to report the Year 2 results to families.

'Just Imagine' books were in place in time for September and children were encouraged across the school to choose books for reading and sharing at home. All of our 'Just Imagine' books were then distributed to families in the Autumn term in anticipation of further bubble closures or lockdowns.

Impact Statement

Extended Curriculum Offer

The 'Events and Celebrations' page on the school website is updated regularly and continues to celebrate our themed days and weeks in school. Photographs and responses from both parents and children who participated remotely in our Community Arts Days, Awe and Wonder Week and other events/performances have been enthusiastic, positive and celebratory.

Twitter has also been used to share ideas and activities and parents have shared examples of arts activities online.

Monitoring has evidenced confident, independent, motivated and purposeful pupils who can apply their knowledge (propositional-content and procedural-skills) in subjects across the curriculum. Monitoring shows the children's enjoyment and enthusiasm when participating in the wide range of engaging appropriately challenging discrete and cross-curricular activities offered.

Emotional Health & Well-being Week (October)

This week provided all children with a plethora of experiences to promote personal and social development. It was brought forward from the Autumn term to the Spring term to support the children's return to school in September.

Children once again engaged with a variety of different workshops within their own classes due to Class Bubbles. They got to enjoy and learn about a lot of different ways to help maintain positive mental health.

All classes had a session with the LIFE Education facilitator which was held in the hall due to the children being unable to access the mobile classroom due to COVID restrictions. The children learnt about their bodies and how they function, different emotions they may feel and how to help others if they see them struggling with their emotions.

Parliament/British Values/Anti-bullying/Multi-Faith Week (November)

This week was once again a great success and enabled the children to engage in a wide variety of topics and initiatives. Being able to combine a number of national and international weeks ensured that children were able to access activities linked to each. A number of in class assemblies and curriculum and class activities were completed. We also held our Remembrance Service in classes. Important messages and information were shared during this week and everyone participated and enjoyed the week.

Arts Awe and Wonder Week (March)

This continued during the Spring Lockdown for those children in school and remotely as appropriate. The children were offered a wide range of creative activities covering all aspects of the arts (Art, Drama, Dance, Music, Design, Creative Writing) during remote learning. Children responded with great enthusiasm and their creative work including rainbow portraits was shared remotely with class teachers. Children celebrated everyday heroes during this week reflecting the current pandemic. World Book Day was incorporated into this week to celebrate stories and creative writing.

We held an 'Awe and Wonder Week Exhibition' for the children on Purple Mash and Twitter to celebrate the work produced at home.

Physical Health & Well-being week (June)

All children participated in the Halton Haven Rainbow Walk for our Sports Day covering one hundred laps of the playground/hall. Children also participated in class group activities supporting their physical health and well-being e.g. making a healthy snack.

Extra-curricular Activities

All extra-curricular activities and visits were unable to take place due to COVID restrictions, however all children were encouraged to participate in a range of competitions and activities to support their development.

Children's University

The Children's University Graduation took place remotely in class with all children listening to inspirational speakers through Zoom. All children in year two received a gift and certificate from Children's University which was awarded during the Year 2 Leavers Celebration.

Externally provided programmes

Programme	Provider
Children's University	Enrich Education
Quidditch	Enrich Education
Creative Steps	Creative Steps
EAL Flash Academy	Flash Academy Learning Platform
AmaSing	AmaSing
Purple Mash	2Simple
Evidence Me	2Simple
Out of the Ark (music)	Out of the Ark
e-aware	e-aware

Further information (optional)

Any additional costs attributed to activities above are met through LMS.

Monitoring and Evaluation

The Headteacher and Staff as appropriate regularly and rigorously monitor and evaluate the impact of strategies employed. Plans for the deployment and evaluation of the impact of Pupil Premium is a standing agenda item at Governing Body Committee Meetings and is reported in the Headteacher's Termly Report to Governors. This ensures a strong focus on Pupil Premium by Governors.

Ongoing observation and assessment of individual children's needs is undertaken across all year groups throughout the year and these needs are identified in Personalised Learning Records.

Pupil Progress meetings are undertaken at least half termly which facilitate staff discussion and planning to support all children including focusing on long term or transient needs and barriers as they arise. These may include for example attendance, poor health, attitudes to learning, parenting or safeguarding concerns or narrow experience of life outside of school.

Trained Pupil Premium Reviewer

Miss Scragg who is a senior member of our teaching staff is a trained Pupil Premium reviewer.

Miss Scragg (as above) and Mrs Paton (EYFS/Assessment co-ordinator) and Miss Coughlan (Headteacher) are also members of HBC 'Disadvantaged Working Group' formally 'Diminishing the Difference Working Group'.