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	Star Academy Sandyford
Number of pupils in school	215 Nursery 20
Proportion (%) of pupil premium eligible pupils	At time of allocation 51% Current 50% Current EYFS 45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Year Y1 of 3
Date this statement was published	December 2021
Date on which it will be reviewed	Spring 1 2022
Statement authorised by	Principal Kate Wildman
Pupil premium lead	Principal Kate Wildman
Governor / Trustee lead	Tom Beecham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,535.00
Recovery premium funding allocation this academic year	£14,935.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153,470.00

Part A: Pupil premium strategy plan

Statement of intent

The intent for all of our pupils, based on the significant needs of our most vulnerable and disadvantaged learners is encompassed in our statement, 'Desire to learn, learn to achieve'. It is our intention that our children have the very best quality education which fuels their desire to learn and gives them the tools they need to transform their lives. We intend that all children, and particularly our most disadvantaged are enabled to achieve their very best which in turn, builds confidence and raises aspiration. Our intent is to support the development of each child through a varied and progressive curriculum accessible to all. Underpinned with the explicit teaching of language acquisition, reading and enriching experiences, our curriculum opens up the world for our children and drives their desire to continue to learn and achieve.

Our approach is responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic

Our aim at Star Academy, Sandyford is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress and attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: language acquisition, reading and wider background knowledge and experiences; social-emotional needs which hinder resilience through a lack of self-regulation; education and support for the wider community.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences outside of the academy

• act early to intervene at the point when a need is identified & engage with outside agencies where needed

· adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes	

Challenges

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

Challenge number	Detail of challenge
1 Language deficit	Children come into Early Years well below national expectations and with a language deficit. This limited vocabulary, if it continues, means that accessing learning and sequences of lessons can be difficult. Lower levels of oral language can have a limiting factor on future attainment. In September 2021 on entry to Reception 44% of the cohort were at age related expectations in all areas. Of them: 27% are disadvantaged children 50% are non-disadvantaged children Of the disadvantaged children not achieving ARE, 100% are below in speech, language and communication. Of the current 2021 Nursery intake 100% of children were assessed at below ARE on entry. Of them 95% of the entire cohort and 100% of the disadvantaged children showed significant delay in speech, language and communication and in Personal, Social and Emotional Development. In September 2020, on entry to Nursery,100% of the children were assessed as below in all areas.
2 Reading	Our assessments and observations indicate that children do not have book-rich homes and often, low levels of literacy skills in parents, hinders the support of reading and learning in the home. A lack of early reading can mean that there is a gap in the background knowledge which supports connections in learning and helps to bind and secure learning. A lack of practice at home can also result in poor fluency of reading which hinders access to the curriculum
3 Behaviour for learning through self-regulation	Our assessments and observations indicate that children do not always have the self-regulation needed to work independently being able to plan, monitor and evaluate their work.
4	Our assessments and observations indicate that children do not have the background knowledge, due to limited experiences, to be able to

Experiences and Cultural Capital	make connections and create conceptual schema on which to base their learning.
5 Safeguarding and well-being	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is been impacted by additional safeguarding needs and additional intervention is needed to support families. This can lead to the children having a negative perception of themselves and being on the edge of discussions around their family which leads to insecurity and a decreased self-esteem. There is an increased need for a rich PSHE and safeguarding curriculum which supports the mental well-being of the children. Currently, 20% of our cohort sit on our Safeguarding register. Of these 98% are disadvantaged children. They receive additional support on a one-to-one basis from the safeguarding team.
6 Attendance Parent mental health	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2% lower than for non-disad-vantaged pupils. 17% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. They also indicate that often it is the parents' poor mental health which negatively affects their children and, in particular, can affect attendance
7 Academy Mentor – recovery Curriculum	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. While nationally the gaps are in maths, at Star Academy, our gaps lie in phonetical knowledge and background knowledge, particularly for children in Year 1 where 100% of our disadvantaged children are currently below ARE in phonics and reading.

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
Children make accelerated in year progress in Early Years especially in the areas of PSED and SLC.	Internal tracking will show an increase in the amount of children achieving ARE for SLC and PSED in Early Years. Children can visibly self-regulate and engage with their learning.

	Children can talk clearly, communicating their needs and sharing their thoughts about their learning. Children can talk about their books and learning with an age appropriate vocabulary which demonstrates their knowledge.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy.	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved spoken language with a wider vocabulary bank. An improved knowledge and understanding in all areas of the curriculum.	Pupil book studies through the year will assess the active use of vocabulary including how well the children use actively taught vocabulary to share their knowledge and any conceptual links made. Internal tracking will show accelerated progress in reading, writing and maths
Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support to approach things differently. In turn, this will lead to higher aspirations and an improved attitude to learning, resulting in better outcomes. Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts. These will have a two-fold outcome: 1. Children will acquire background knowledge and understanding of the wider world which their non-disadvantaged peers may experience on a regular basis. This background knowledge can then be used to draw on to make conceptual links and improve understanding of language and in turn reading 2. Experiences which promote character-building qualities lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)	Disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers. Pupil book studies demonstrate a wider knowledge and understanding for disadvantaged children on a par with their peers. Teachers assess children actively using gained knowledge from enrichment opportunities to add context to their reading.
All children will make at least expected progress from their starting points in reading.	Internal tracking systems will show progress for all learners but will show that disadvantaged children are attaining as well as their peers.

Year 1 children will make up lost learning time and make accelerated progress in phonics and reading Children will develop a love of reading which inspires them to continue to read in later life.	Internal tracking systems and phonics scores will continue to improve through the year showing that disadvantaged children are scoring as well as their peers. Pupil voice will show that children are developing a love for reading and talk about their reading experiences in school with a positive attitude.
Children will develop a resilience to their learning and have the self-regulation tools to be able to plan, monitor and evaluate their own learning. They will identify where they can make changes and improvements, so they actively seek to do their very best. This in turn will give all children but especially disadvantaged control over their own potential to succeed.	Behaviour for learning, measured through teacher assessment, pupil book studies and book scrutiny will demonstrate that children are taking an active role in their own learning.
Children are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Children feel safe and secure in their learning environment. They have the mental capacity to take on new learning. This in turn impacts on their self-esteem and confidence. Children can form healthy relationships with their peers and adults.	Children on the safeguarding register make good progress from their starting points. Behaviour in the academy is good and for the small number of pupils who find it more difficult to self-regulate, there is a documented record of support and improvement for the child. Healthy relationships between peers and adults can be visibly monitored through the academy.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. Parents feel supported to bring their children to the academy. Parents are supported with wider issues which support attendance of the children	Improved attendance data and PA data Parent survey. Improved attendance and PA data

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: £ *4000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Aware CPD	Oral Language Interventions provides +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 2
CPD for staff about Strategies to support the metacognition of students.	Metacognition strategies provide +7 months Metacognition and Self-regulated Learning	EEF (educationendowmentfoundation.org.uk)	3
CPD to support staff in their understanding of how feedback impacts most effectively on our disadvantaged children and how to close the gap.	Feedback	EEF (educationendowmentfoundation.org.uk)	3

Targeted TA training to support independence and metacognition strategies	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
Mental Health lead CPD for DSL	Necessary support to help families within the local community and pupils in the academy. https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk)	5
National school Led Tutoring training for all in house tutor groups	Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2, 7

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

Budgeted cost: £ *37,541.06 + £14,935 catch up funding*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Squads daily group intervention for reading from reception to y6 developing fluency, vocabulary and comprehension skills through a reciprocal read based approach.	Reciprocal reading approach provides +2 months progress Reciprocal Reading | EEF (educationendowmentfoundation.org.uk) Oral Language Interventions provides +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Early Phonic intervention provides +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 and 7
Targeted interventions for EY and Year 1 These will include: Time for talk, Maths, phonics and Switch On	Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

Switch on daily 1:2:1 intervention for reading and writing	1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 and 7
After school reading clubs to support lost learning	Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 7
Nessy intervention programme used to support the teaching of phonics for reading and writing. Used for all children in year 1 and then as needed to support through out Year 2 and KS2	Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Digital technology use in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	2 and 7

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

Budgeted cost: £ *96,993.94*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensuring that children have access to quality text in their own home – library funding	Children who have their own books enjoy reading more. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	2
Behaviour lead Time to ensure consistency and impact of strategy Attendance lead time to ensure consistency and impact of strategy Safeguarding support team time to ensure that targeted support is given to support SEMH and self esteem or parents and children	Whole school approach and curriculum HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk) Educational attainment of children in need & children in care - Nuffield Foundation The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk)	5
Ensuring that there are adequate high quality books in the reading	Quality materials https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/	2

scheme for the teaching of reading.	Reading_framework_Teaching_the_foundations_of_li teracy_-_Section_1.pdf	
Staff CPD ELSA training Continued Trauma training	Supporting Social and emotion needs +4 months Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)	3
Family support worker to run nurture sessions or lego therapy to support children with specific SEMH needs	Supporting Social and emotion needs +4 months Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk)	3
Family Support Worker to Support families with additional needs which affect attendance VIP Attendance support	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	5 and 6

Breakfast club funding to support pupils attendance and punctuality	The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	
Breakfast club funding to support pupils attendance and punctuality	Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time. https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day	3 and 6
Senior mental health training and time capacity for DSL to support mental well-being of both	Necessary support to help families within the local community and pupils in the academy. https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges	6

children and parents		
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience. http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	1 2 and 4

Total budgeted cost: £ *138,535.00 + £14,935 =£153,470.00*

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

Budgeted cost: £ *37,541.06 + £14,935 catch up funding*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Reading Squads daily group intervention for reading from reception to y6 developing fluency, vocabulary and comprehension skills through a reciprocal read based approach.	Reciprocal reading approach provides +2 months progress Reciprocal Reading | EEF (educationendowmentfoundation.org.uk) Oral Language Interventions provides +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Early Phonic intervention provides +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 and 7
Targeted interventions for EY and Year 1 These will include: Time for talk, Maths, phonics and Switch On	Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Switch on daily 1:2:1 intervention for	1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 and 7

reading and writing		
After school reading clubs to support lost learning	Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 7
Nessy intervention programme used to support the teaching of phonics for reading and writing. Used for all children in year 1 and then as needed to support through out Year 2 and KS2	Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Digital technology use in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	2 and 7

Total budgeted cost: £ *138,535.00 + £14,935 =£153,470.00*

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.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Word Aware CPD (Thinking Talking)	Pupil voice showed that pupils have improved understanding of vocabulary in their wider curriculum learning. The children were bursting with knowledge and vocabulary to explain it accurately and precisely. The children were able to use the correct vocabulary and hypothesis about animals using their gained knowledge. The teaching of vocabulary has had a huge impact already and the links that the children made were accurate and logical. They used vocabulary confidently and could explain words such as "conscripted".	£100
CPD for staff about strategies to support the metacognition of students.	Due to changes in staffing, this was reviewed as not the priority at this time.	
CPD to support staff in their understanding of how feedback impacts most effectively on our disadvantaged children and how to close the gap.	Due to changes in staffing, this was reviewed as not the priority at this time.	
Targeted TA training to support independence and metacognition strategies.	Due to changes in staffing, this was reviewed as not the priority at this time.	
Mental Health lead CPD for DSL.	Senior mental health lead training completed. Mental Health strategy introduced and shared with whole staff. CPD on mental health delivered by Senior lead to all teachers and TAs.	Free- separate funding from the DFE was provided (Place to be).
National school Led Tutoring training for all in house tutor groups	13 pupils took part in phonics tutoring for 15 hours. 12/13 pupils – 92% made improvements with their phonics testing scores 25 pupils took part in reading tutoring for 15 hours. 23/25 pupils – 92% had improved NTS scores/passed their KS2 SATS or were reading a higher book band book.	£8700

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

Activity	Impact of this approach	Actual Spend
Reading Squads daily group intervention for reading from reception to y6 developing fluency, vocabulary and comprehension skills through a reciprocal read based approach.	Despite the Covid pandemic, KS1 reading outcomes were 70%, which is inline with 69% pre-covid. In KS2, reading outcomes were 86%, which is way above the 2019 outcomes of 73%. KS2 outcomes for 2022 were above national. In years 1, 3 and 5, all pupils made relative progress from their starting points.	£37, 541
Targeted interventions for EY and Year 1. These will include Time for talk, Maths, phonics and Switch On	All children made relative progress from their starting points.	£4679 £350 £100
Switch on daily 1:2:1 intervention for reading and writing	30 children received Switch on intervention and made between 6 -18 months progress in assessments.	£6565
After school reading clubs to support lost learning.	Priority focus changed to focus on mental health and wellbeing clubs. There were 7 clubs, 114 children attended, 46% were pupil premium children. Big Cat online reading was purchased for children to access at home.	£6828
Nessy intervention programme used to support the teaching of phonics for reading and writing. Used for all children in year 1 and then as needed to support throughout Year 2 and KS2	58 pupils had access to Nessy for reading support. 57% of these pupils showed progress in their reading. 48 pupils used Nessy to support their spelling. 40% made progress in their spellings.	£1000

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

Activity	Impact of this approach	Actual Spend
Ensuring that children have access to quality text in their own home – library funding. Ensuring that there are adequate high-quality books in the reading scheme for the teaching of reading.	Library books that were not returned, were replaced. Pupil voice "I really liked the book" - pupils wanted to keep the books at home. Big Cat phonics books were purchased that linked to the phonics scheme to ensure that books were matched to phonic ability.	£7000
Behaviour lead Time to ensure consistency and impact of strategy Attendance lead	During the Autumn term behaviour incidents recorded on CPOMS were very low (27 incidents). Training was given around behaviours displayed and the importance around the recording of this. During the Spring term, in-	£36,352.10 £16632.90 (PP Lead)

Time to ensure consistency and impact of strategy VIP Attendance support	cidents were much higher at 63. The behaviour procedure was reviewed with all staff and this shared with pupils too. Summer term saw a reduction of incidents with 44 being recorded. Attendance increased as a result of strategy review, PA is still a target area.	
Senior mental health training and time capacity for DSL to support mental well-being of both children and parents	In order to support, the reduction in absence, an EWO was appointed.	£1200
Safeguarding support team time to ensure that targeted support is given to support SEMH and self-esteem or parents and children	Due to increasing behavioural needs in KS1, an additional staff were deployed.	£3000
Staff CPD ELSA training -Continued Trauma training		£3800.
Family support worker to run nurture sessions or Lego therapy to support children with specific SEMH needs	Money was redirected to a school counsellor	£8127
Family Support Worker to Support families with additional needs which affect attendance.	Completion of the space that was to be used was delayed to buildings work delay. The family support worker was redirected to focus on individual nurture sessions with the children in the main building. The relationships developed between the children and the HSLW in readiness for the nurture sessions to begin.	
Breakfast club funding to support pupils' attendance and punctuality.	Conversations were held with parents over the phone and attendance improved.	£4000
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	Targeted children (5) attended, and attendance improved, and lateness reduced.	£14495
	Year Five, Apedale Pupil Voice "It was an experience that I did not expect to have." "I loved learning about Stoke-on-Trent and its industrial past, especially the mine" "I now know what it was like for children for children my age to go down a mine" Year Six, Imperial War Museum Pupil Voice "I liked reading what went on" "There was lots of artefacts to see" "The mission workshop was fantastic and fun" "I don't think that I will forget what I learnt"	

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
1 to 1 Tuition for reading	FFT Lightning Squad

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?	Supporting SEMH for all of the children through nurture provided by the FSW and other trusted adults
What was the impact of that spending on service pupil premium eligible pupils?	All children made expected progress despite lockdown.

Further information (optional)

We are basing this strategy on a 3-year model, with 21-22 acting as the 1st year. Recovery Premium allocated to Tutoring is based on a 1-year model in the first instance, this will ensure we can monitor the income is available in 22-23 and no government cuts have been made.