

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged 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	194
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	14.11.2022
Date on which it will be reviewed	Spring 1 2023
Statement authorised by	Sara Bloor
Pupil premium lead	Sara Bloor
Governor / Trustee lead	Tom Beecham Natalie Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132, 855

Recovery premium funding allocation this academic year	£13, 775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,500
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	£162,130

Part A: Pupil premium strategy plan

Statement of intent

At Star Academy our intent is to ensure that all disadvantaged pupils achieve outcomes that are at least in line with all other pupils and they are immersed in the same cultural capital experiences.

We will act early to intervene at the point where a need is identified & engage with outside agencies where needed.

There will be a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

We will build positive relationships with the families of disadvantaged pupils so that they will be more likely to receive the support at home that all other pupils have.

Challenges

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

Challenge number	Detail of challenge
1.	Oral language skills and vocabulary

	<p>Observations, discussions and assessments indicate underdeveloped oral language skills and vocabulary gaps for many pupils from EYFS to the end of KS2. In general, more significantly for our disadvantaged pupils, who may also have English as an additional language.</p> <p>Nursery baseline assessments demonstrate that 88% of our disadvantaged pupils arrive below age related expectations compared to 42% for non-disadvantaged pupils.</p>
2.	<p>Phonics</p> <p>Data indicates that no disadvantaged pupils who had English as an additional language passed the phonics screen. 25% of disadvantaged pupils passed the phonics screen compared to 36% for non-disadvantaged pupils.</p>
3.	<p>Knowledge gaps –Retrieval and Recall</p> <p>Assessments, observations and discussions with pupils highlight significant knowledge gaps for core skills in maths (multiplication) and writing, particularly for disadvantaged pupils against current national data.</p>
4.	<p>Social & emotional wellbeing – mental health</p> <p>Observations and discussions with pupils and their families have identified emotional issues for some pupils following the pandemic and the current economic climate. This is particularly affecting disadvantaged pupils and influences their attainment. The need for pastoral and additional support for social and emotional needs has increased significantly.</p>
5.	<p>Cultural Capital - Deprivation index</p> <p>Historical, cultural and economic deprivation leading to limited opportunities outside the immediate community. Observations and discussions with pupils, particularly those who are disadvantaged, do not have many experiences beyond the academy and immediate community.</p>
6.	<p>Parental support</p> <p>Observations identify that disadvantaged pupils are less likely to receive the support at home that other pupils enjoy. Observations and discussions identify parental engagement and aspirations for pupils is generally lower for disadvantaged pupils. There has been an increased number of CPOMs incidents logged under the category parental mental health for disadvantaged pupils.</p>
7.	<p>Attendance</p>

	Attendance data indicates that attendance amongst the disadvantaged pupils is 17%, which is significantly higher than national for disadvantaged pupils.
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Intended outcomes

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

Intended outcome	Success criteria
Oral language and vocabulary expectations are met within each key stage.	QFT and intervention deliver high quality instruction for learning. Consistent and systematic assessments reflect that pupils are at least in line with curriculum expectations
Pupils will attain at least in line for national averages.	QFT and intervention deliver high quality instruction for learning. Attainment figures show that gaps have been addressed through quality first teaching and intervention.
Academically able students will achieve at a higher level.	Attainment figures will show that academically able students will achieve higher outcomes at the end of each key stage.
Attendance is at least in line for national for PA.	Data suggests that PA for PP and non-PP pupils are on par with one another. By the end of 2023 all pupils will have increased attendance and decreased PA.
Pupils have strategies to support their mental health, allowing them to maximise their potential.	Pupils needing less withdrawal from class ensuring maximised learning opportunities.
Parents are confident and able to support pupils at home and feel confident to access academy support for help.	Parents are upskilled and feel confident to support their children with further learning to support academic outcomes.
Pupils can see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading 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; promoting character-building qualities that lead to

	<p>creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Increase the uptake of pupils engaging in enrichment activities afterschool.</p> <p>Increasing number of pupils to access Breakfast provision.</p>
<p>Through quality first teaching, pupils will know more and have the strategies to help them remember more.</p>	<p>Pupils will receive work that enables them to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>Teachers have good knowledge of the subject they teach, thus enabling pupils to achieve better outcomes.</p> <p>Teachers will present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They will check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p> <p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</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: £19, 983

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for EYFS staff for Early Excellence £150	<p>EF Great Teaching Toolkit evidence review. The quality of teaching is identified as the single biggest factor in pupil attainment and progress</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>584543-great-teaching-toolkit-evidence-review.pdf (cambridgeinternational.org)</p> <p>There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</p> <p>The EPPSE study (a longitudinal study assessing children’s development) found that children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school. High-quality provision is likely to be characterised by:</p> <ul style="list-style-type: none"> • positive, purposeful interactions between staff and children; • activities that support children’s language development; • the development of early number concepts, and • self-regulation. <p>Early Years EEF (educationendowmentfoundation.org.uk)</p> <p>Play-based learning EEF (educationendowmentfoundation.org.uk)</p>	1
Relaunch Song of Sounds to whole school staff for	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research	1, 2

<p>QFT & intervention</p> <p>£300</p>	<p>suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Effectively deploy newly appointed PP & T&L lead</p> <p>£12, 850</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,5,6</p>
<p>To ensure a language rich environment in the EYFS phase ensuring pupil have optimum opportunity for adult interaction.</p> <p>£6623</p>	<p>EEF toolkit: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>EEF toolkit: The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF toolkit: The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate</p>	<p>1</p>

	<p>positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47,304.85

33529.85 + £13775 catch up funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 X Academic Mentor through the NTP</p> <p>£7500</p>	<p>EEF report that: There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit has shown that one to one tutoring of short, regular sessions over a set period of time appear to result in optimum impact.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>Further CPD for all staff for SHINE interventions</p> <p>£18, 359.90</p>	<p>EEF toolkit: Small group tuition, Individualised Instruction, Mastery Learning, Collaborative Learning Approaches, Reading Comprehension strategies, Homework, Metacognition and self-regulation, One to One tuition, Feedback.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Guidance reports: Improving Literacy in KS2, Improving mathematics in key stages 2 & 3, Teacher feedback to improve pupil learning, Using Digital Technology to Improve Learning. Improving Literacy in KS1, Improving Mathematics in the EY & KS1, Making best use of Teaching Assistants.</p>	3

	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD for EYFS and KS1 LSAs for Talk Boost. Talk Boost resources purchased and delivery.</p> <p>£1000 (Resource kit)</p> <p>£19, 619.95</p>	<p>EEF toolkit: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>EEF toolkit: The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4
<p>Nessy subscription and Licences £825</p>	<p>Recognition of Quality from nessy website. December 2021 The Nessy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF(1), global partner of the International Dyslexia Association.</p> <p>It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award. Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement (2).</p> <p>As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence based. Methodology Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics.</p>	1,2,3

	<p>“Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student’s ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.” - Dyslexia SPELD Foundation (DSF)(3) Our Approach - We are led by scientific research that has been produced at the great institutions of the world including, Yale Centre of Dyslexia and Creativity, Specific Learning Difficulties Association (SPELD), the University of Oregon Center on Teaching and Learning, Florida Centre of Reading Research (FCRR), and adhere to the directives of the international Dyslexia Association (IDA).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 83,460.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively deploy attendance lead to tackle PA. £9,191.06</p> <p>Rewards incentive £1000</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>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). The DFE published a report on the links between attendance and attainment in 2014.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	7
<p>Effectively deploy HSLW to run parenting</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6, 7

<p>workshops and classes</p> <p>£27,661</p>		
<p>Provision of breakfast club for up to 50 pupils.</p> <p>Resources/games purchased linked to targeted key skills.</p> <p>£7912</p> <p>£5362</p> <p>National Breakfast programme</p> <p>£600</p>	<p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>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.</p> <p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</p>	<p>1, 3, 4, 5, 6</p>
<p>Provision of extra-curricular activities for all pupils to access</p> <p>£6,828</p> <p>Maths Circle subscription</p>	<p>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.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p>	<p>1,2,3</p>

£95.37 TT Rockstars £211		
Funding of school visits and enrichment activities £15,000	<p>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.</p> <p>Ensure that all children regardless of circumstance can take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p>	3,5
ELSA training and interventions £1000	<p>Necessary support to help families within the local community and pupils in the academy.</p> <p>https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p> <p>The Relationship between Children’s Wellbeing and their Educational Outcomes (publishing.service.gov.uk)</p> <p>Supporting Social and emotion needs +4 months</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4
School counsellor Until the end of AUT 1 £2600	<p>Necessary support to help families within the local community and pupils in the academy.</p> <p>https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p> <p>The Relationship between Children’s Wellbeing and their Educational Outcomes (publishing.service.gov.uk)</p> <p>Supporting Social and emotion needs +4 months</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4
EWO to support in reducing attendance and	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p>	7

<p>to support and train Attendance Lead and Office Manager</p> <p>£3000</p>	<p>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). The DFE published a report on the links between attendance and attainment in 2014.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 150, 748.28

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
<p>Word Aware CPD (Thinking Talking)</p> <p>CPD for staff about strategies to support the metacognition of students.</p> <p>CPD to support staff in their understanding of how feedback impacts most effectively on our disadvantaged children and how to close the gap.</p> <p>Targeted TA training to support independence and metacognition strategies.</p> <p>Mental Health lead CPD for DSL.</p>	<p>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”.</p> <p>Due to changes in staffing, this was reviewed as not the priority at this time.</p> <p>Due to changes in staffing, this was reviewed as not the priority at this time.</p> <p>Due to changes in staffing, this was reviewed as not the priority at this time.</p> <p>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.</p>	<p>£100</p> <p>Free- separate funding from the DFE was provided (Place to be).</p> <p>£8700</p>

National school Led Tutoring training for all in house tutor groups	<p>13 pupils took part in phonics tutoring for 15 hours. 12/13 pupils – 92% made improvements with their phonics testing scores</p> <p>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.</p>	
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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.	<p>Priority focus changed to focus on mental health and wellbeing clubs. There were 7 clubs, 114 children attended, 46% were pupil premium children.</p> <p>Big Cat online reading was purchased for children to access at home.</p>	£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
<p>Ensuring that children have access to quality text in their own home – library funding.</p> <p>Ensuring that there are adequate high-quality books in the reading scheme for the teaching of reading.</p>	<p>Library books that were not returned, were replaced.</p> <p>Pupil voice “I really liked the book” - pupils wanted to keep the books at home.</p> <p>Big Cat phonics books were purchased that linked to the phonics scheme to ensure that books were matched to phonic ability.</p>	<p>£7000</p>
<p>Behaviour lead</p> <p>Time to ensure consistency and impact of strategy</p> <p>Attendance lead</p> <p>Time to ensure consistency and impact of strategy VIP</p> <p>Attendance support</p>	<p>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, incidents 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.</p>	<p>£36,352.10</p> <p>£16632.90 (PP Lead)</p>
<p>Senior mental health training and time capacity for DSL to support mental well-being of both children and parents</p>	<p>In order to support, the reduction in absence, an EWO was appointed.</p>	<p>£1200</p>
<p>Safeguarding support team</p> <p>time to ensure that targeted support is given to support SEMH and self-esteem or parents and children</p>	<p>Due to increasing behavioural needs in KS1, an additional staff were deployed.</p>	<p>£3000</p>
<p>Staff CPD</p> <p>ELSA training -Continued</p> <p>Trauma training</p>	<p>Money was redirected to a school counsellor</p>	<p>£3800.</p>
<p>Family support worker to run nurture sessions or Lego therapy to support children with specific SEMH needs</p>	<p>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</p>	<p>£8127</p>

<p>Family Support Worker to Support families with additional needs which affect attendance.</p> <p>Breakfast club funding to support pupils' attendance and punctuality.</p> <p>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.</p>	<p>the HSLW in readiness for the nurture sessions to begin.</p> <p>Conversations were held with parents over the phone and attendance improved.</p> <p>Targeted children (5) attended, and attendance improved, and lateness reduced.</p> <p>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"</p>	<p>£4000</p> <p>£14495</p>
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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.