

# Brockhampton Primary 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
Brockhampton Primary School	
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	13.1 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	23/09/2021
Date on which it will be reviewed	23/09/2021
Statement authorised by	Matthew Mander (Headteacher)
Pupil premium lead	Matthew Mander (Headteacher)
Governor / Trustee lead	Helen Holly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32 280
Recovery premium funding allocation this academic year	£12 560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44 840

# Part A: Pupil premium strategy plan

## Statement of intent

At Brockhampton Primary School Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. Given the profile of the pupils demonstrated in the information below we commit some of the funding to supporting pupils at risk of or diagnosed with mental health disorder so they flourish in our community and achieve their potential. We have a duty to ensure best value for money and our strategy is reflective of this.

Our strategy plan works towards achieving these aims via the following methods:

### 1. Quality First Teaching and Whole School Approach:

Chosen Action/Approach	Rationale for Choice
<b>a) Collaborative Learning</b> Learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.	Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.
<b>b) Feedback/Assessment for Learning</b> Information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies. The focus for this year and beyond is around teachers applying assessment for learning techniques to close gaps in learning.	This will lead to accelerated progress in students' learning. Feedback leads to pupils achieving the next steps in their learning.
<b>c) Meta-cognition and self-regulation</b> This is usually by teaching pupils specific	The intention is to give pupils a repertoire of strategies to choose from during

<p>strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p>	<p>learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p>
<p><b>d) Mastery Learning</b>  Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p>	<p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress. As part of our curriculum intent there is an emphasis on retrieval and committing learning to long term memory.</p>
<p><b>e) Phonics</b>  An approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p>	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p>
<p><b>f) Reading Comprehension Strategies</b>  Improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>Raised attainment and improved progression in Reading which will prepare pupils to achieve across the whole curriculum. The Recovery Curriculum identifies this as a priority and individual gaps in learning have been identified and actioned via whole class teaching and intervention programmes.</p>
<p><b>g) Peer Tutoring</b>  Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p>	<p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their</p>

	<p>learning.</p> <p>We have extended this strategy to adopt a whole school approach to SEMH, that includes Mental Health Ambassadors supporting individual pupils when needed or appropriate.</p>
<p><b>h) Mental Health Ambassadors Project</b></p> <p>We have invested in specialist training in which a mental health support worker trains our Y6 Ambassadors to deliver a whole school approach to SEMH.</p>	<p>The pupils effectively become the leaders of initiatives and the SEMH Leader evaluates the pupil outcomes form across the school. The programme is designed to demonstrate the impact of peer to peer support and how effectively children can educate their peers. This is part of our Graduated Approach Strategy for SEMH and investment has led and is moving towards the following positive outcomes:</p> <ul style="list-style-type: none"> <li>- Whole school mental health values reward system</li> <li>- Assemblies on a variety of aspects of the 5 ways to wellbeing</li> <li>- Grant bids</li> <li>- Sensory garden</li> <li>- Art projects</li> <li>- Mindful music performances</li> <li>- Exercise classes</li> </ul> <p>There are other examples – see website for details.</p>

## 2. Targeted Support:

<b>Chosen Action/Approach</b>	<b>Rationale for Choice</b>
<p><b>a) THRIVE Intervention</b></p> <p>This intervention is aimed at supporting pupils with applying the whole school SEMH principles. The individuals will have been identified via a range of potential sources within our SEMH Graduated Response Pyramid.’ The intervention will centre on individual need</p>	<p>SEMH provision at a personalised level will be a protective factor regarding pupil underachievement. This is mainly regarding regulation of emotions to avoid expression through behaviours such as low-level disruption, anti-social activities, aggression and bullying. The THRIVE</p>

<p>and aim to reduce anxiety/depression using specific strategies.</p>	<p>intervention and approach should promote pupil engagement and the acquisition/embedding of appropriate learning attitudes and behaviours. The approach will aim to enable the pupils to be ready to access learning.</p>
<p><b>b) Digital Technology</b>  The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"> <li>- Programmes for students, where learners use technology in problem solving or more open-ended learning, and</li> <li>- Technology for teachers such as interactive whiteboards</li> </ul>	<p>The school intent is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children and in closing the gaps in learning for all.</p>
<p><b>c) Small Group or 1:1 Tuition</b>  Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p>	<p>We invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Baseline assessments upon return to school have identified gaps in learning to be considered when planning whole class lessons. However, individuals have been selected for small group and individual support if they demonstrate a significant lack of progress in relation to their peers.</p>
<p><b>d) Speech and Language Intervention</b>  Oral language approaches include:</p> <ul style="list-style-type: none"> <li>- Use of a Speech Therapist for pupils with SEND.</li> <li>- Targeted reading aloud and discussing books with young children.</li> <li>- Explicitly extending pupils' spoken vocabulary.</li> </ul>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school.</p>

<p>- The use of structured questioning to develop reading comprehension.</p>	<p>The Recovery Curriculum has a specific focus on language and communication within Early Years and into KS1 as the youngest children have not had their Nursery entitlement.</p>
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### 3. Other Approaches:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Parental Involvement</b>            Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p>	<p>There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance than their peers and the school is committed to bridging that gap.</p> <p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children’s learning and offer support with social and emotional needs.</p>
<p><b>b) Educational Visitors, Trips and Extra Curricular Clubs</b>            Educational visits and extra curricular clubs provide the children with real life experiences and opportunities to engage in activities that they may not get at home. Our programme of visits, visitors and extra curricular clubs aim to improve the quality of education and enable pupils to discover interests, talents, SMSC and a love for lifelong learning.</p>	<p>Evaluations and monitoring carried out within school has identified that in normal circumstances our Pupil Premium families financial circumstances present them with challenges around providing their child with a wide range of opportunities and/or experiences. This has been further highlighted by lockdown and the pandemic circumstances have also led to Non-Disadvantaged children experiencing this. Public Health guidelines have prevented the school from organising educational visits or have specialists coming to visit the children. Therefore, for both academic and personal development outcomes we are committed to supporting families</p>

financially as more visits are arranged.
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our analysis of vulnerability profile indicates that 37.5% of Pupil Premium children have a vulnerability/challenge from the list below.

Commentary may include reference to the impact of the pandemic on Non-Disadvantaged pupils as well so that indications are given as to the allocation of Recovery Premium funding.

Challenge number	Detail of challenge: Data is from 2020-2021 unless otherwise specified
1	<p><b>Diagnosed SEND (Level 2 or above) – 25%</b>  <b>Monitoring SEND (Level 1) - 25%</b>  <b>Overall SEND – 50% of Pupil Premium children are also SEND</b></p> <p>A percentage of our Pupil Premium children also have special educational needs that leave them even more vulnerable to underachievement in relation to their peers. In addition to this, there are Non-Disadvantaged SEND pupils who due to remote learning may not have had specific interventions that they require to meet their needs.</p>
2	<p><b>Social, emotional and mental health</b>  <b>Pupil Premium – 54.1% of total number</b>  <b>Non-Disadvantaged – 17% of total number</b>  <b>Overall (PP and N-D Total) – 35.6%</b></p> <p>A significant number of our pupils (Pupil Premium and Non-Disadvantaged) became more vulnerable to developing mental health disorder during the pandemic as risk factors increased (eg family mental health, financial issues, lack of connection with peers, being active, learning new things etc). Upon return to school, every child was individually considered and assessed where necessary regarding mental health. The challenge for the school is in providing a whole school approach to SEMH and intervention programmes for those that indicate signs of potential mental health disorder but who do not yet meet the threshold for diagnosis or specialist health support. The Recovery Curriculum and SEMH provision continues to target support for these pupils.</p>
3	<p><b>Attendance and punctuality</b>  <b>PP Showing PA Concern – 50% of total number (overall attendance figure: 92.6%)</b>  <b>Non-Disadvantaged Showing PA Concern – 3.7% (overall attendance figure: 95.2%)</b></p> <p>An ongoing target for the school is improving the attendance and punctuality of the Pupil Premium children so that it is at least in line with the Non-Disadvantaged. In addition to this, all pupils had a varying level of support at home with remote learning, thus in comparison with their</p>

	peers a group of them have developed gaps in learning.
4	<p><b>Welfare concern</b>  <b>Pupil Premium – 42% of total number</b>  <b>Non-Disadvantaged – 3.7% of total number</b></p> <p>Our previous strategy and ongoing analysis indicates a large percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. In addition to this, during the pandemic period there were further referrals for Non-Disadvantaged pupils. The Recovery Curriculum and SEMH provision continues to target support for these pupils.</p>
5	<p><b>Mobile pupils – joining the school</b>  <b>Pupil Premium – 25% of total number</b>  <b>Non-Disadvantaged – 8.8% of total number</b></p> <p>In order to provide effective transition we target pupils who join the school so they have SEMH and academic support during this period of vulnerability. Following the pandemic we have had seven new pupils join the school and along with the continuing high correlation between the number of Pupil Premium children who join the school from other settings this is a challenge.</p>
6	<p><b>Adverse Childhood Experiences and Trauma – known mental health, justice system, trauma, separation, domestic violence, bereavement etc</b>  <b>Pupil Premium – 54.2% of total number</b>  <b>Non-Disadvantaged – 27.2% of total number</b></p> <p>A number of our pupils experience family life that is a limiting factor in terms of their achievement in school. We provide protective factors that balance these negative aspects, both in terms of SEMH and academic support.</p>
7	<p><b>Barriers to Remote Learning</b></p> <p>As a school we have analysed and evaluated the remote learning provision and are pleased to report that parents, staff and pupils felt that it was successfully implemented. However, we are also aware that by the pure nature of it, as opposed to face-to-face classroom learning there are barriers such as:</p> <ul style="list-style-type: none"> <li>- Poorer pupil engagement in learning</li> <li>- Access to appropriate resources for all pupils</li> <li>- Pressure on families</li> <li>- Staff wellbeing and workload</li> <li>- Staff absence and/or shielding/isolation</li> <li>- ICT resources in school</li> <li>- Access to teacher CPD to facilitate remote learning</li> <li>- ICT systems incorporating the various styles of learning</li> <li>- Teacher’s ability to address misconceptions quickly/provide feedback</li> </ul>

## 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. There are some outcomes that refer directly to targets in relation to our Pupil Premium children. Other intended outcomes should be read as for all pupils, especially those identified as needing to close gaps in learning or receive SEMH intervention.

Intended outcome	Success criteria
<p>The progress of all groups including the most able Pupil Premium children is high compared to national outcomes and compares favourably to their peers.</p>	<p>End of KS2 data indicates better than average progress in English and Maths in comparison with their peers in school and nationally.</p> <p>Internal data gathered from our assessment system and via monitoring indicates pupils are making progress and achieving well in comparison with their peers across the curriculum.</p> <p>Internal and external data indicates that pupils have successfully closed gaps in learning.</p>
<p>To support pupils' individual social and emotional needs via a whole school approach and intervention programmes which meet their personal needs and enable them to access learning opportunities.</p>	<p>Pupil voice indicates that they feel supported by their peers and adults in maintaining a positive mental health.</p> <p>THRIVE data indicates an improvement in the pupil's behaviour and/or that they are applying protective factors to access learning.</p> <p>Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring.</p>
<p>Increased Attainment for Pupil Premium children across the school – the focus is on the wider curriculum so that pupils discover talents and interests.</p> <p>For children to actively engage in enrichment opportunities that aim to give them experiences across a wide range of subjects.</p>	<p>Pupils demonstrate that attainment is at least in line with their peers when taking account the full range of curriculum subjects. Internal data, pupil voice and monitoring provides evidence for this.</p> <p>Monitoring data demonstrates that Pupil Premium pupils are engaging in extra curricular and enrichment activities to discover interests and talents.</p>
<p>To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children.</p>	<p>Pupil Premium attendance overall is 96% or above and falls at least in line with non-disadvantaged pupils.</p> <p>There are no Pupil Premium children who are defined as persistent absentees.</p>

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children.

As part of this process we are aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

## 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 recovery premium funding will be used to supplement our initial budget allocation to meet the needs of all pupils. This is reflected in the cost being higher than the income.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £9416**

Activity	Evidence that supports this approach References: - EEF Toolkit Categories - Identified Challenges	Challenge number(s) addressed
Mental Health Ambassadors CPD	CPD - £450 SEMH Meta-cognition and self-regulation Parental Involvement Collaborative Learning Peer Tutoring ACEs and Trauma	160
THRIVE Whole School	Salary – £716 CPD – £6000 Resources - £500 SEMH Meta-cognition and self-regulation Collaborative Learning	160
Quality 1st Teaching CPD for SEND/PP	£600 Quality first teaching regarding targeted support for SEND and PP, without overly	160

	<p>differentiating their personalised curriculum will aid closing gaps in learning. In light of the pandemic quality assessment for learning has been reinforced with all staff via CPD and monitoring.</p> <p>SEND</p> <p>Phonics and Reading Comprehension</p> <p>Mastery Learning</p> <p>Collaborative Learning</p> <p>Feedback/Assessment for Learning</p> <p>Digital Technology</p> <p>Barriers to Remote Learning</p>	
Mental Health Leader – Leadership Time	<p>Release - £900</p> <p>Resources – £250</p> <p>SEMH</p> <p>Meta-cognition and self-regulation</p> <p>Parental Involvement</p> <p>Collaborative Learning</p> <p>Peer Tutoring</p> <p>ACEs and Trauma</p>	160

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

**Budgeted cost: £36210**

Activity	Evidence that supports this approach References:	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>- <b>EEF Toolkit Categories</b></li> <li>- <b>Identified Challenges</b></li> </ul>	
1:1 Specialist Teaching Assistant Support for individuals	<p>Salaries - £8800</p> <p>SEND</p> <p>Phonics and Reading Comprehension</p> <p>Mastery Learning</p> <p>Collaborative Learning</p> <p>Feedback/Assessment for Learning</p> <p>Digital Technology</p> <p>Barriers to Remote Learning</p>	PP - 4
Tutoring 1:1 and Group Recovery and Closing Gaps in Learning	<p>Salary - £10850</p> <p>Reading, Writing and Maths Intervention Programmes to close gaps in learning across the whole school, based on pupil progress from previous baselines and vulnerability factors.</p>	80

THRIVE Intervention	Salary – £3669 Resources - £500 SEMH Meta-cognition and self-regulation Parental Involvement Peer Tutoring ACEs and Trauma	54
EYFS Classroom Support and Targeted Intervention Programmes	Salary - £1910 Language Link Speech and Language Social and Emotional Phonics Fine and Gross Motor Number intervention Writing intervention Vocabulary - EAL	Recovery (Number in Class less PP) – 36 PP - 4
Y1 Classroom Support and Targeted Intervention Programmes	Salary - £659 1:1 Reading Phonics Letter formation Number formation Writing Social and Emotional skills Speech and Language	Recovery (Number in Class less PP) – 19 PP - 4
Y2 Classroom Support and Targeted Intervention Programmes	Salary - £1974 Phonics Precision Spelling Handwriting 1:1 Reading	Recovery (Number in Class less PP) – 26 PP - 3
Y3 Classroom Support and Targeted Intervention Programmes	Salary - £1913 Phonics Spelling Social and Emotional Responsive Core Subject Intervention Handwriting Sentence Structure Numeracy Rapid Reading	Recovery (Number in Class less PP) – 12 PP - 4
Y4 Classroom Support and Targeted Intervention Programmes	Salary - £3564 Precision Spelling Maths Group Sentence Work SEMH Support – PP x2	Recovery (Number in Class less PP) – 26 PP - 4

Y5 Classroom Support and Targeted Intervention Programmes	Salary - £495 Spelling 1:1 Reading – PP x1 Guided Reading Group	Recovery (Number in Class less PP) – 12 PP - 5
Y6 Classroom Support and Targeted Intervention Programmes	Salary - £1876 Spelling Protective Behaviours Arithmetic Writing Full Time 1:1 and Group Intervention	Recovery (Number in Class less PP) – 27 PP - 1

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

**Budgeted cost: £32515**

Activity	Evidence that supports this approach References: - <b>EEF Toolkit Categories</b> - <b>Identified Challenges</b>	Challenge number(s) addressed
Learning and Behaviour Support	Service Level Agreement – £4500 National Behaviour Hubs partnership training Perryfields PRU - £900 SEND Phonics and Reading Comprehension SEMH Mastery Learning Meta-cognition and self regulation ACEs and Trauma	PP – 24 Recovery - 136
Education Welfare Officer	Service Level Agreement – £900 Parental Involvement Welfare Concern Attendance and Punctuality	PP – 24 Recovery - 136
Educational Psychologist	Service Level Agreement - £4500 1:1 Tuition/Intervention Meta-cognition and self-regulation Parental Involvement SEMH ACEs and Trauma	PP – 24 Recovery - 136
ICT Support	Service Level Agreement – £4555	PP – 24

	Digital Technology	Recovery - 136
Mental Health Ambassadors Project	Delivery of Programme - £2150 SEMH Meta-cognition and self-regulation Parental Involvement Collaborative Learning Peer Tutoring ACEs and Trauma	PP – 24 Recovery - 136
Breakfast and After School Club	Salaries – 11000 Resources - £1100 Parental Involvement SEMH Welfare Concern Attendance and Punctuality	30 PP – 24 Priority given
Educational Visits, Enrichment Clubs and Specialist Coaching Subsidy	£2000 Educational Visitors, Trips and Extra Curricular Clubs SEMH Mastery Learning Collaborative Learning	PP – 24 Recovery - 136
Forest School – Specialist Teaching in Early Years/KS1	Salary - £660 Resources - £250 Collaborative Learning SEMH Mastery Learning Meta-cognition and self-regulation	Recovery – 62 PP - 8

**Total budgeted cost: £ 9416 + 36210 + 32515 = 78141**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity and extra support during the remote learning period had on pupils in the 2020 to 2021 academic year.

Achievement Data for Pupil Premium:

End of Year data 2020/21 on the school tracking system indicates the following:

	% @ ARE+	
	Pupil Premium	Whole School
Reading	9.0	13.2
Writing	9.0	11.1
Maths	18.1	15.3

This data is now the entry level data (baseline) for the academic year 2021/22.

This data has been discussed in Autumn Pupil Progress Meetings and is scheduled to be reviewed half-termy throughout the academic year. All class teachers have a Performance Management target linked to Pupil Achievement data in which key groups of children are identified (Disadvantaged, SEND and Higher Attaining) and “Closing the Gap” targets set.

**Attendance:**

	2019 - 2020 %	2020 - 2021 %
Whole School		
Pupil Premium		

	2019 – 2020 Persistent Absentees %	2019 – 2020 Persistent Absentees %
Whole School		
Pupil Premium		

### Mental Health Ambassadors:

Our Mental Health Ambassadors have implemented the following:

- Assemblies on feelings, values, 5 Ways to Wellbeing, resilience and being active
- Whole school mental health values project reward system
- Whole school information display in the school hall
- Organised and facilitated a mental health awareness day
- Taken ownership over peer support for the lunchtime club children including delivering mindfulness and mindful art activities
- Before school exercise sessions for the whole school – promoting the benefits of exercise on mood
- Contributed to policy development
- Organised a visiting singer for the whole school with music therapy for specific individuals
- Raised the profile of mental health with parents via a newsletter and support leaflets on the school website
- Written a local authority bid for a grant to create a sensory garden area.

The impact has been that pupils identified as being vulnerable to mental health disorder are demonstrating less symptoms. When analysing their current status a number of children have moved from having probable mental health disorder to having possible signs and symptoms as their behaviours and attitudes demonstrate a growing emotional intelligence and resilience as they apply self help strategies. The project has been successful in that the pupils have led it highly effectively and the whole school approach has led to children having a greater knowledge and understanding of mental health and social wellbeing. This is evident from conversations and their ability to articulate what they know.

### THRIVE:

THRIVE continues to be successful in supporting targeted pupils with social and emotional problems. There has been considerable movement in pupils only needing a short intervention programme and then being able to apply strategies. This shows the impact of the programme and longer term pupils also show improvements regarding emotional regulation when the THRIVE assessments are applied. The school has moved to some whole class sessions on current challenges such as coping with bereavement during which pupil engagement is exceptionally good.

### Forest School:

A vital part of applying the 5 Ways to Wellbeing our forest school commitment and lessons show pupils are achieving well regarding their acquisition of key skills such as:

- Connection: healthy relationships and interaction with one another
- Communication and Language: younger pupils are achieving well within areas of

### Birth to 5 Matters, showing rapid progress from starting points

- Self Awareness: pupils tell us that they enjoy learning about nature and using their senses to discover things about the environment
- Be Active: children are spending a greater proportion of the school day learning outside. Pupil voice indicates they enjoy this approach and Public Health advice indicates that health professionals believe this to have a great impact on mental health and social wellbeing
- Life skills: a key part of becoming active citizens our forest school provision enables pupils to achieve at least age appropriate life skills. When working in partnership with Perryfields PRU on their visits judgements about pupils can be moderated around this.

### Learning and Behaviour Support:

Our partnership with National Behaviour Hubs Lead School Perryfields Primary PRU has given our staff access to training in Behaviour, Relationships and Trauma Informed practice. Staff report that this has been invaluable in enabling them to support our pupils, especially following their return to school and supporting them with post covid issues. Our pupils are demonstrating excellent learning behaviours and behaviour logs and achievement data within the Nursery and Reception classes indicate they are showing high levels of engagement and have positive relationships with one another and staff.

### Pupil Voice:

- Pupils indicated on their return to school questionnaire that 98% of them said that they were not afraid to ask a question or express a worry to their teacher during the remote learning period.

### Parent Voice:

- 93% of parents surveyed strongly agreed that the home learning provision was effective.
- 97% of parents surveyed strongly agreed that the information communicated to them prior to the return to school after the second lockdown was effective.

## 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*

<b>Programme</b>	<b>Provider</b>
Mental Health Ambassadors Project	Mental Wellness Ambassadors <ul style="list-style-type: none"> <li>- Local Leader for Education</li> <li>- School Improvement Consultant</li> </ul>
THRIVE - Thrive is a therapeutic approach to help support children with their emotional and social development.	The THRIVE Approach

## **Service pupil premium funding is Non-Applicable**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	