

# George Fentham Endowed School: Pupil premium strategy statement 2022 23

This statement details our school's use of pupil premium (and recovery premium) for the 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data                                       |
|---|--|
| Number of pupils in school  | 225 (R-Y6 199)                             |
| Proportion (%) of pupil premium eligible pupils<br>Reception to Y6  | 16%<br>32 children<br>(26 FSM, 6 PLAC/LAC) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/23                                    |
| Date this statement was published   | December 2022                              |
| Date on which it will be reviewed   | July 2023                                  |
| Statement authorised by   | J Gaughan                                  |
| Pupil premium lead  | J Gaughan                                  |
| Governor  | S Kavanagh                                 |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £49,545 |
| Recovery premium funding allocation this academic year  | £4,640  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £54,185 |

# Part A: Pupil premium strategy plan

## Statement of intent

At George Fentham Endowed School our ultimate objectives are for all pupils, irrespective of their background or the challenges they face to achieve good progress and attainment across all subject areas. In addition, we want our children to develop a love of learning and a wide range of learning capacities to enable them to be successful lifelong learners and to develop a strong sense of moral purpose and respect for others. Our pupil premium strategy focuses on areas where disadvantaged pupils require the most support, identifying barriers to learning and strategies to mitigate these barriers.

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 our non-disadvantaged pupils.

In addition to what we know about our local community and the disadvantaged pupils we serve, we have also used research from the EEF (Education Endowment Foundation) to support our strategy.

We aim to:

- Ensure high quality teaching with high expectations for all children.
- Provide focused staff training to ensure teachers and TAs have the necessary knowledge and skills to support teaching and intervention.
- Provide targeted interventions to address specific gaps in children's knowledge and skills.
- Support children in developing a range of learning capacities to help them become successful, lifelong learners.
- Overcome barriers in speech, language and communication skills.
- Support children's Social, Emotional and Mental Health needs, both within school and in partnership with outside agencies.
- Support families to ensure high levels of attendance and to reduce any barriers in attending school.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Social, emotional and mental health well-being, linked to current or previous life experiences including following a crisis at home or in the family. (Specific examples include: anxiety, attachment, illness, bereavement, marital breakdown, family finances, friendship issues, impact of COVID-19.) |
| 2                | Attendance issues – current or historic.   |
| 3                | Specific gaps in learning short or long term (including impact of COVID-19).   |
| 4                | SEND specific learning difficulties (children with multiple vulnerabilities e.g. PP and SEND).   |
| 5                | Speech, Language and Communication difficulties  |
| 6                | Behaviour and attitudes to Learning – concentration, focus and resilience (Building Learning Power).   |

## 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   |
|---|--|
| <b>Teaching:</b>  |  |
| <ul style="list-style-type: none"> <li>• All staff have the required knowledge, understanding and skills to:               <ul style="list-style-type: none"> <li>○ Deliver high quality phonics teaching and interventions.</li> <li>○ Regularly assess and track children's phonics skills and key words, to identify and close gaps.</li> <li>○ Use Precision Teaching to increase word recognition and accelerate reading progress.</li> </ul> </li> <br/> <li>• All staff have the required knowledge, understanding and skills to implement and embed our new White Rose Maths Scheme, introduced Autumn 2, 2022. Through the successful implementation of these high quality materials and supporting resources, children will have further opportunities to apply their reasoning and problem solving skills.</li> <br/> <li>• New maths standardised assessments are introduced and successfully used to inform termly teacher assessments.</li> <br/> <li>• Maths Subject Leader and Deputy Headteacher to receive high quality professional development through the Maths Hub: Maths Mastery, 3-year programme.</li> <br/> <li>• Deputy Head to provide mentoring support for the Maths Subject Leader.</li> </ul> | <ul style="list-style-type: none"> <li>• The number of pupils, including disadvantaged pupils, who pass the phonics screening in Year 1 and Year 2 is in line with previous school results and above national. (Phonics Tracker and Phonics Screening summer 2023.)</li> <li>• EYFS, KS1 and KS2 reading outcomes for all pupils, including disadvantaged pupils, are in line with previous school results and above national. (Insight analysis, statutory testing results.)</li> <br/> <li>• EYFS, KS1 and KS2 maths outcomes for all pupils, including disadvantaged pupils, are above national.</li> <li>• Children throughout school are on track to make expected or better progress and achieve the expected level or are working at greater depth, against end of year expectations.</li> <li>• Teachers are well supported in delivering high quality maths teaching through the WRM scheme and supporting resources.</li> <li>• Children enjoy their maths lessons and are achieving well.</li> <br/> <li>• Standardised test results provide additional information which ensures progress is monitored and supported. Outcomes from these standardised assessments impact on learning.</li> <br/> <li>• Enhanced Maths pedagogy for Maths SL and DHT.</li> <li>• Effective leadership skills developed that will support successful change leading to raised standards in Maths.</li> <li>• Shared vision for what Maths Mastery looks like at GF, shaping and informing policy and provision.</li> <br/> <li>• Maths SL has increased confidence in leading a core subject.</li> <li>• Constructive support and advice further develops leadership skills.</li> </ul> |

| <b>Targeted Academic Support:</b>   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Targeted small group and 1:1 intervention. <ul style="list-style-type: none"> <li>○ Pupils, including identified vulnerable pupils, benefit from small group and 1:1 interventions to address specific gaps in learning in order to accelerate progress.</li> </ul> </li> <li>• Speech &amp; Language and Communication <ul style="list-style-type: none"> <li>○ Pupils, including identified vulnerable pupils, in Nursery, Reception Year 1 &amp; 2 are supported to improve their speech, language and communication skills.</li> </ul> </li> </ul>   | <p>Data shows pupils are making good progress in phonics, reading, writing and maths, closing gaps in knowledge and skills impacting on attainment. (Insight analysis, Phonics Tracker, standardised test scores, assessment outcomes.)</p> <p>Feedback from teachers and parents show improved speech, language and communication skills. Pupils are meeting their targets and are discharged from our Speech &amp; Language Therapist register or intervention groups as their skills improve. (Talk Therapy analysis)</p>  |
| <b>Wider Strategies:</b>  |   |
| <ul style="list-style-type: none"> <li>• Supporting Attendance <ul style="list-style-type: none"> <li>○ Rigorous monitoring ensures attendance issues are quickly identified and attendance improves. The number of pupils, including vulnerable pupils, who are identified as persistently absent is reduced.</li> </ul> </li> <li>• Supporting Mental Health and Wellbeing <ul style="list-style-type: none"> <li>○ Pupils, including vulnerable pupils are well supported with their mental health and wellbeing and are able to engage fully and successfully with all aspects of school life</li> </ul> </li> <li>• Supporting Parents/Carers <ul style="list-style-type: none"> <li>○ Financial support is provided to ensure that all children can access every trip, visit, residential and extra-curricular activity.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Analysis of data shows improved attendance as a result of rigorous monitoring and swift intervention and a reduction in the number of persistently absent children. (CSAW Analysis)</li> <li>• Feedback from our Child Mentor, SENCo, class teachers and discussions with children and Parents/Carers show that children feel well supported and are less anxious. The number of sessions a child has with the Child Mentor reduces and some children come off the register. (Child Mentor Register, CPOMS analysis)</li> <li>• All children have full access to all trips, visits, residential and extra-curricular activities regardless of any financial barriers.</li> </ul> |

## 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: £4,652

| Activity   | Evidence that supports this approach<br><i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i><br><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>   | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>CPD for Teachers and Teaching Assistants: Phonics Training</b></p> <p>To provide high quality phonics training to ensure all Teachers and TAs have the necessary linguistic knowledge and understanding to support phonics teaching and intervention.</p>  | <ul style="list-style-type: none"> <li>• Phonics – high impact for very low cost based on extensive evidence +5               <ul style="list-style-type: none"> <li>○ Training staff to ensure they have the necessary linguistic skills and knowledge.</li> </ul> </li> </ul>   | 3&4                           |
| <p><b>Staff CPD: Phonics Assessment</b></p> <p>To provide staff training to ensure the Phonics Tracker is used to regularly assess and track children’s phonic knowledge and skills in order to quickly identify and close phonics gaps.</p>   | <ul style="list-style-type: none"> <li>• Phonics – high impact for very low cost based on extensive evidence +5               <ul style="list-style-type: none"> <li>○ Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary.</li> </ul> </li> </ul>   | 3&4                           |
| <p><b>Staff CPD: WRM</b></p> <p>To provide staff CPD, in order to equip staff with the knowledge and skills needed to deliver effective, high-quality maths teaching, using the Mastery approach through White Rose Maths.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Time on Inset Day</li> <li>• Subject Leader / DHT support</li> </ul> | <ul style="list-style-type: none"> <li>• Mastery Learning – high impact for very low cost based on limited evidence +5               <ul style="list-style-type: none"> <li>○ Carefully sequencing topics so that they gradually build on foundational knowledge</li> <li>○ Flexibility for teachers on how long they need to spend on any particular topic</li> <li>○ Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next</li> <li>○ Additional support for pupils that struggle to master topic areas</li> </ul> </li> </ul> | 3&4                           |
| <p><b>Maths Subject Leader &amp; DHT CPD: Maths Mastery (3-year programme)</b></p> <p>Maths SL and DHT successfully access high quality CPD, to</p>  | <ul style="list-style-type: none"> <li>• Mastery Learning – high impact for very low cost based on limited evidence +5               <ul style="list-style-type: none"> <li>○ See above</li> </ul> </li> </ul>  | 3&4                           |

|  |   |   |
|--|---|---|
| develop their maths mastery knowledge and understanding. As a result, SL & DHT plan and deliver focused CPD for all staff, ensuring high quality maths mastery teaching across the school.   |   |   |
| <p><b>Standardised Tests</b></p> <p>NFER maths tests purchased and implemented throughout KS1&amp; KS2 to support teacher assessment.</p> <p>Outcomes analysed to identify areas of strength and areas for development, used to support maths planning and intervention, as well as build familiarity with formal assessment procedures.</p> | <ul style="list-style-type: none"> <li>Mastery Learning – high impact for very low cost based on limited evidence +5 <ul style="list-style-type: none"> <li>Effective diagnostic assessment to identify areas of strength and weakness</li> </ul> </li> </ul> | 3 |
| <p><b>Mentoring and Coaching:</b></p> <p>DHT mentoring Maths Subject Leader.</p> <p>To professionally mentor the Maths subject lead through the sharing of knowledge, support and guidance, leading to raised standards in the subject.</p>  | <p>School Evidence:</p> <p>Mentoring from an experienced Senior Leader, supports the career development, confidence and leadership &amp; management skills of our middle leader.</p>  | 3 |

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

Budgeted cost: £22,694

| Activity   | Evidence that supports this approach<br><i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i><br><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>              | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Targeted small group and 1:1 intervention.</b></p> <ul style="list-style-type: none"> <li>Pupils, including identified vulnerable pupils, benefit from small group and 1:1 intervention to address specific gaps in learning in order to accelerate progress: <ul style="list-style-type: none"> <li>Phonics</li> <li>Reading</li> <li>Writing</li> <li>Maths</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Small group tuition – moderate impact for low cost based on moderate evidence +4</li> <li>Teaching Assistant Interventions – moderate impact for moderate cost based on moderate evidence.</li> </ul> | 3&4                           |
| <p><b>Phonics Intervention Y1 and Y2 small group and 1:1.</b></p>  | <ul style="list-style-type: none"> <li>Phonics – high impact for very low cost based on extensive evidence +5 months</li> </ul>  | 3&4                           |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>One to one tuition – high impact for moderate cost based on moderate evidence.</li> </ul> <p>Small group and 1:1 intervention will be used to address phonics gaps and further accelerate progress.</p>  |   |
| <p><b>Speech and Language Therapist employed directly by school</b></p> <ul style="list-style-type: none"> <li>Targeted 1:1 Intervention for identified children in Nursery, Reception Years 1 &amp; 2.</li> </ul> | <ul style="list-style-type: none"> <li>Oral language interventions – very high impact for very low cost based on extensive evidence +6</li> </ul> <p>School Evidence:<br/>Increased number of children with Speech &amp; Language difficulties. (Linked to periods of National lockdown due to COVID-19.)</p> | 5 |
| <p><b>Language Link small group intervention (Reception):</b></p> <ul style="list-style-type: none"> <li>Targeted small group intervention to develop children's oral language.</li> </ul>                         | <ul style="list-style-type: none"> <li>Oral language interventions – very high impact for very low cost based on extensive evidence +6</li> </ul>   | 5 |
| <p><b>School-Led Tutoring Programme:</b></p> <ul style="list-style-type: none"> <li>25% school contribution</li> </ul>   | <p>Refer to DFE: School-Led Tutoring guidance, The National Tutoring Programme, September 2022.</p> <ul style="list-style-type: none"> <li>One to one tuition – high impact for moderate cost based on moderate evidence +5</li> </ul>  | 3 |

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

Budgeted cost: £26,839

| Activity   | Evidence that supports this approach<br><i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i><br><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>   | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>To ensure the best possible levels of attendance: CSAWS</b></p> <ul style="list-style-type: none"> <li>Half termly meetings to track the attendance of all children, including our PP group.</li> <li>Attendance Target Group (ATG) identified for daily tracking.</li> <li>CSAW contacted to follow up absence of child in ATG, for swift intervention / support.</li> <li>High expectations set and reinforced regarding high attendance levels.</li> <li>Legal advice provided, including issuing of penalty</li> </ul> | <p>School Evidence:</p> <ul style="list-style-type: none"> <li>Rigorous tracking enables swift intervention, resulting in increased attendance.</li> <li>Increased attendance reduces short term and long term gaps in learning enabling children to make better progress.</li> <li>Families feel well supported and know where to go for support.</li> </ul> | 2                             |

|  |   |   |
|--|---|---|
| <p>notices and advice on non-attendance.</p> <ul style="list-style-type: none"> <li>• Increase the attendance of children with a range of SEMH issues, including anxiety.</li> </ul>   |   |   |
| <p><b>Mental Health &amp; Well-Being:</b></p> <ul style="list-style-type: none"> <li>• Staff CPD: Emotional Coaching and zones of regulation, delivered through Educational Psychologist Package supporting children with a range of needs including anxiety.</li> <li>• New SENCo CPD</li> <li>• Colour Monster Resources, linked to Behaviour and Relationship Policy</li> </ul> <p><b>SENCo 1:1 Support</b></p> <ul style="list-style-type: none"> <li>• Personalised support plan for children with high levels of anxiety.</li> <li>• 1:1 support for children and families.</li> </ul> <p><b>Child Mentor 1:1 support</b></p> <ul style="list-style-type: none"> <li>• Dedicated and protected Child Mentor time.</li> <li>• 1:1 support for children with a wide range of individual issues.</li> </ul> | <p><b>Social and emotional learning – moderate impact for very low cost based on very limited evidence +4</b></p> <p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Children who face challenges with their mental health and well-being are well supported and better able to access school life and the curriculum fully.</li> <li>• Feedback from children tells us that they feel well supported and listened to in an environment where they are given space and time.</li> <li>• Positive impact on attendance.</li> </ul> | 1 |
| <p><b>SENTAA: Assessment of and support for any PP child whose progress is causing concern or has multiple vulnerabilities.</b></p> <ul style="list-style-type: none"> <li>• 1:1 assessment of need and support with intervention planning.</li> <li>• Evidence provided for EHCP applications.</li> <li>• Support and assessments provided for Annual Reviews.</li> <li>• Signposting for further support &amp; assessment e.g. Speech &amp; Language, Autism, ADHD.</li> </ul>   | <p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Excellent support provided by SENTAA for our most vulnerable children.</li> <li>• Highly skilled and trained staff, who know our school and children well, are able to provide expert advice for SENDCo, class teachers and parents.</li> <li>• Timely and accurate assessments ensure provision can be quickly identified and implemented.</li> </ul>   | 4 |

|   |  |                |
|---|--|----------------|
| <p><b>Educational Psychology Package:</b></p> <ul style="list-style-type: none"> <li>• Termly planning meetings with Educational Psychologist and SENCo to support children with anxiety, SEMH concerns.</li> <li>• Whole school training on Emotional Coaching and Zones of Regulation, Inset Day 4, to further support Personal Development.</li> </ul> | <p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Working in partnership ensures we are seeking specialist support for our vulnerable children, in order to accurately identify need and the appropriate support.</li> <li>• Previous training and support from the Educational Psychology Team has been high quality.</li> </ul>   | <p>1&amp;4</p> |
| <p><b>Promotion and development of Building Learning Power as part of our day to day work in order to:</b></p> <ul style="list-style-type: none"> <li>• Develop children's good learning habits</li> <li>• Encourage children to know themselves well as learners</li> <li>• Prepare children to be lifelong successful learners</li> </ul>               | <p>Metacognition and self-regulation +7</p> <ul style="list-style-type: none"> <li>• Explicit teaching of metacognition strategies (BLP capacities)</li> <li>• Teachers modelling their own thinking to demonstrate metacognitive strategies</li> <li>• Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome difficulties.</li> </ul> | <p>6</p>       |
| <p><b>Equality of Opportunity: financial support</b></p> <ul style="list-style-type: none"> <li>• Trips &amp; Visits e.g. residential</li> <li>• Extra-curricular activities e.g. music lessons</li> </ul>  | <p>School Evidence:<br/>All children have equality of opportunity, regardless of their socio-economic background.</p>  | <p>1</p>       |

**Total budgeted cost: £54,185**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

2021/22 Intended Outcomes linked to our 2021/22 Pupil Premium Strategy:

- **Teaching**
  - **Phonics staff CPD**
- **Targeted Academic Support**
  - **Phonics Interventions Y1&2**
  - **Language Link (Reception)**
  - **Targeted small group and 1:1 intervention**

Data analysis to show that the above intended outcomes were successfully met:

### **Foundation Stage Teacher Assessment Summer 2022**

72% of pupils in FS2 reached a 'Good level of development' (National 65%)

- Non-pupil premium children (73%) achieved a 'Good level of Development'
- Of the 3 PP children 2 (66%) achieved a 'Good level of Development'.

### **NO SIGNIFICANT GAP**

### **Phonics Results Summer 2022**

Year 1 – 82% met the phonics standard. (National 76%)

- Non-Pupil Premium children, 83% met the phonics standard
- Of the 5 PP children 4 (80%) met the phonics standard.

### **NO GAP**

Year 2 – 89% met the phonics standard. (National 87%)

- Non-Pupil Premium children, 91% met the phonics standard
- Of the 5 PP children 4 (80%) met the phonics standard.

### **NO SIGNIFICANT GAP**

### **Key Stage 1 Teacher Statutory Assessment Summer 2022**

#### **Expected Standard**

% achieving the expected standard in Reading 68% (National 67%)

- Non-PP children (74%) met the expected standard in Reading
- Of the 5 PP children 2 (40%) met the expected standard in Reading

#### **Greater Depth**

% achieving Greater Depth in Reading 29% (National 18%)

- Non-PP children 35% achieved Greater Depth in Reading
- Of the 5 PP children 0% achieved Greater Depth in Reading

### **Key Stage 2 Statutory Assessment Sumer 2022**

% achieving the expected standard in Reading 85% (National 74%)

- Non-Pupil Premium children, 84% met the expected standard.

- Of the 7 PP children 6 (86%) met the expected standard.

### **NO GAP**

% achieving Greater Depth in Reading 46% (National 28%)

- Non-Pupil Premium children, 53% met the higher standard
- Of the 7 PP children 2 (29%) met the higher standard.

### **Targeted Academic Support: Speech & Language and Communication**

Analysis and feedback shows the intended outcome was successfully met.

- 7 PP and 9 non-PP children received specialised speech and language intervention through “Talk Therapy”.
- Individual records show good progress being made against targets.
- Feedback from Parents/Carers is extremely positive and they very much appreciate school funding this intervention.

### **Wider Strategies: BLP**

Evaluation shows the intended outcome was successfully met.

As a result of a fortnightly focus on each of the BLP capacities, throughout the academic year, children have further understood how they learn best and are able to identify what makes a good learner. Certificates awarded linked to the focused capacity has promoted and recognised children working hard to apply these learning behaviours in lessons and beyond.

### **Wider Strategies: Attendance**

Analysis shows the intended outcome was successfully met.

- Percentage attendance for 2021/22
  - All 93.92 (196 children)
  - PP 93.39 (33 children)
  - Non-PP 94.03 (163 children)
- Persistent Absentees for 2021/22
  - All 13.8%
  - PP 12.1% (4 children out of 33)
  - Non-PP 14.1% (23 children out of 163)
- CSAW Attendance Intervention
  - 2021/22 7 PP children/families received support from CSAW.
    - 4/7 achieved over 90% attendance.
    - 3/7 were closely monitored and supported to increase levels of attendance.

### **Wider Strategies: Mental Health and Wellbeing**

Feedback shows the intended outcome was successfully met.

- Child Mentor Support as at July 2022: 31 children
- 13 children are PP, therefore, 13/33 children or 39% of PP children
- 18 Non-PP, therefore, 18/163 children or 11% on Non-PP children

Five additional PP children received support from September 21 and were removed completely, due to their presenting issues being resolved. The challenges for this cohort included anxiety and a range of friendship issues. Working with these children has involved supporting them to increase their confidence and reduce their stress around issues at home and in school. They have reported increased resilience and a greater ability to self-regulate their emotions and to implement strategies such as box-breathing and visualisation techniques. They have been supported to get the most out of mindfulness approaches using exercises to reduce anxiety: intention-setting, body scans, breath focus and mountain meditation, amongst others. Class teachers and SENCo have been involved along with other school staff such as lunchtime supervisors. It has

also frequently involved extensive liaison with families, and sometimes external agencies, to facilitate a transparent and joined-up approach.

Of the PP children still on the register, 5 are supported on a regular basis (usually weekly or fortnightly). This cohort generally presents with issues which include those related to the situations within the family.

The remaining 12, are supported on a monthly basis or more frequently if needed. The frequency of mentoring sessions with this latter group has reduced significantly from weekly, at the beginning of the year, and has corresponded to their progress in managing their own challenges, facilitating a happier and more productive return to the classroom. Class teachers report an observable improvement in children's resilience, perseverance and engagement in learning.

## 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 |
|-----------|----------|
| N/A       |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|   |     |
|---|-----|
| How our service pupil premium allocation was spent last academic year | N/A |
| The impact of that spending on service pupil premium eligible pupils  | N/A |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*