# 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

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| Detail | Data |
| School name | Stanningley Primary School |
| Number of pupils in school | 229 (Nov 2021) |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Julie Brewer/ Carol Brier / Susie Pritchatt |
| Pupil premium lead | Julie Brewer |
| Governor / Trustee lead | Louise Travis-Jones |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £102,185 |
| Recovery premium funding allocation this academic year | £5365 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £107,550 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Stanningley Primary School, it is our intention that all our children, irrespective of their background or the challenges they may face, are able to meet or exceed their academic potential. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers. High quality provision and teaching is central to our approach at Stanningley, with all staff having the highest expectations of what every child can achieve. Improving life experiences for disadvantaged children is also integral to what we aim to offer at Stanningley.  **Our Ultimate Objectives are:**   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally as well as within the school. * For all our disadvantaged pupils to make progress throughout school, in line with, or exceeding national averages * For all disadvantaged pupils to meet or exceed their own academic potential and for as many as possible to attain Year 6 age-related expectations so that their life chances beyond primary school are improved.   **The Key principles of our Pupil Premium Strategy Plan are:**   * An acute awareness of who the disadvantaged children are in school and a relentless drive to ensure their academic and holistic needs are met. * Quality first teaching every day for all pupils in reading, writing, maths, grammar, spelling, phonics and punctuation. * Responsive intervention that aims to enable children to keep up with their peers. * Every member of staff having the highest expectations of what all children can achieve and not lowering those expectations through assumptions about disadvantage. * All children receiving the full curriculum offer so they have the knowledge and skills to be successful in their lives. * An implicit understanding that all children will make progress, whether they are disadvantaged or not.   **We will work towards achieving our objectives through providing the following:**   * All children being taught by their class teacher every day. * Challenge at all levels during every lesson, regardless of a child’s ability. * High quality educational experiences, including visits outside school, visitors into school, etc. * High quality lessons and experiences for all children in the arts, including music. * The opportunity to be part of a choir and attend musical events. * Financial subsidies for educational visits, residentials, etc. * Food provision during holiday periods for the most vulnerable * High quality technology resources to support learning * Use of the Recovery Premium to provide additional quality first teaching to support children in addressing learning gaps * Use of the National Tutoring programme to provide quality additional 1:1 / small group teaching for vulnerable children. * Accurate and regular data analysis to ensure teachers identify needs and address these in a timely manner  Demography and School Context Stanningley Primary is a one-form-entry community school located in Stanningley, a suburb in the west of Leeds.  The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong: decile 1 being the most deprived and decile 10 being the least deprived. The map indicates that the immediate area surrounding the school has relatively high levels of deprivation, compared to some of the nearby areas to the west and south of the school.    Figures from the January 2019 School census[[1]](#footnote-1) reveal that:   * 20% of children are eligible for Free School Meals (FSM), compared to 20% for Leeds primary Schools and 16% for state-funded primary schools nationally. Information on pupil premium funding is currently unavailable due to problems with the publication of official data by the DfE. * 11% of children are from Black and Minority Ethnic (BME) backgrounds, compared to 36% for Leeds primary schools and 34% for state-funded primary schools nationally. * 8% of children have English as an additional language (EAL), compared to 21% for Leeds primary schools and 21% for state-funded primary schools nationally. * 17% of children have special educational needs (SEN), compared to 16% for Leeds primary schools and 14% for state-funded primary schools nationally. * 10% of children who attend the school live in an area classed as being amongst the 3% most deprived in England.   Data to show gap between attainment of pupil premium and non-pupil premium children at the end of last year (July 2021)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | YEAR GROUP | Number and percentage of children currently working at ARE+ | | | | | | | | | | | |  | | Reading | | GAP | Writing | | GAP | GPS | | GAP | Maths | | GAP | | PP | NON-PP |  | PP | NON-PP |  | PP | NON-PP |  | PP | NON-PP |  | | Year 1 (7 PP children) | 14% = | 74%🡩 | -60% | 14%⭢ | 65%🡩 | -51% |  |  |  | 14% ⭢ | 61% ⭢ | -47% | A larger % of non-PP children at ARE+ than PP children | | Year 2 (14 PP children) | 86% 🡩 | 67%🡩 | +19% | 71%🡩 | 60%🡩 | +11% | 57%🡩 | 33%🡩 | +24% | 71%🡩 | 60%🡩 | +11% | A larger % of PP children at ARE+ than non-PP | | Year 3 (8 PP children) | 63%🡩 | 60%🡩 | +3% | 50% 🡩 | 45%🡩 | +5% | 50%⭢ | 45%🡩 | +5% | 50%⭢ | 85% | -35% | A larger % of PP children at ARE+ than non-PP in R,W&GPS. The gap for maths has widened slightly | | Year 4 (11 PP children) | 87%⭡ | 61%⭡ | +26% | 73%⭢ | 61%⭡ | +12% | 73%⭡ | 56%⭡ | +17% | 87%⭡ | 72%⭡ | +15% | A larger % of PP children at ARE+ than non-PP | | Year 5 (13 PP children) | 46%⭡ | 65%⭡ | -19% | 46%⭡ | 59%⭡ | -13% | 38%⭢ | 65%⭡ | -27% | 46%🡩 | 65%⭡ | -19% | A larger % of non-PP children at ARE+ than PP, although some gaps have narrowed | | Year 6 (12 PP children) | 67%🡩 | 67%🡩 | No gap | 58%🡩 | 56% ⭢ | +2% | 75%🡩 | 61%⭢ | +14% | 75%🡩 | 50%🡓 | +25% | A larger % of PP children at ARE+ than non-PP | |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Lack of parental engagement / support at home for some of our children |
| 2 | Weak Language and Communication skills in some of our children |
| 3 | Some behaviour difficulties. |
| 4 | Attendance and Punctuality issues for some of our children |
| 5 | Pupil Premium children don’t always have the vocabulary and language skills to express themselves effectively. |
| 6. | Pupil Premium children often have limited opportunities to access a broad range of experiences and so lack wider life experiences beyond their immediate community |
| 7. | Pupil Premium children may have low self-esteem and limited emotional resilience, this can result in difficulties rising to challenges. |
| 8. | Low achieving PP children do not achieve well in phonics and spelling across all key stages. |
| 9. | Low achieving PP children do not achieve well in Reading, Writing and Maths across all key stages. |
| 10. | Poor cognitive, thinking and processes skills in some of our children. |
| 11. | Poor core strength in some children, causing poor posture which can also affect gross motor and fine motor skills |
| 12. | Low GLD and low attainment in RWM by the end of Y2 for some Pupil Premium children |
| 13. | Poor self-care skills in the youngest children entering school |
| 14. | Increased SEMH issues |

## 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.

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| Intended outcome | Success criteria |
| To provide Pupil Premium children with a broad range of experiences. | PP children build up a breadth of life skill experiences. |
| To extend and develop PP children’s language and communication skills. | PP children communicate effectively. |
| To increase the self-esteem of Pupil Premium children. | PP children can embrace challenge and strive for success. |
| To support families/carers of PP children to engage positively in their children’s lives. | PP children benefit from the support of their families/carers |
| Attendance rates of PP children will continue to be good | PP children will have increased attendance. |
| To continue to close the gap across all areas of learning between PP and non-PP children | PP children’s attainment has risen and the gap is closing. |
| To improve phonics skills and early reading | Pupil Premium children can read fluently by the time they leave Y2. |

## 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: £60,486

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| Purchase new Synthetic Phonics Scheme, including phonics tracker (some of this funded) and training package.  Targeted weekly phonics intervention to be provided across all classes where appropriate  Provide Nessy phonics Licences  Provide New Group Spelling Test (NGST – GL Assessment) £6.20 per child | A decrease in the number of children passing the Phonics Screening Check by the end of Y2. Some of this has been due to closure of school during the pandemic. Y1 Phonics Screening Check 2019 = 83%; 2020 (TA) 76%; 2021 (TA) 67% | 1, 8, 9, 12 | £2000  £300  £1000 |
| Improve spelling across school | Spelling data across school shows a decrease in attainment at ARE, partly due to gaps caused by pandemic. | 8,9, 12 | Cost of Lexia licence for 1 year = £1485.60  Cost of spelling scheme: £683.30 |
| Continue to close the gap between PP and non-PP children in maths across school | |  |  |  |  | | --- | --- | --- | --- | | Maths | | | | | Year Group | PP | NON-PP | GAP | | Year 1 (7 PP children) | 14% | 61% | -47% | | Year 2 (14 PP children) | 71% | 60% | +11% | | Year 3 (8 PP children) | 50% | 85% | -35% | | Year 4 (11 PP children) | 87% | 72% | +15% | | Year 5 (13 PP children) | 46% | 65% | -19% | | Year 6 (12 PP children) | 75% | 50% | +25% |   In some classes, there are more non-pupil premium than pupil premium children attaining at ARE in maths. | 9, 10, 12 | Power Maths Resources Cost: £1518.41  Staff cover cost – 1X half day weekly Cost approx. £3000  Total Spend: Total Spend: £4518.41 |
| The Pupil Premium grant will contribute towards TA salaries across school in providing targeted intervention and support based on need. | All Pupil Premium children are entitled to the support that will close learning gaps.  Adults support the provision of targeted support needed for small groups and individual children, in order to close progress and attainment gaps. | 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14 | £50,000 |
| Purchase additional resources (e.g. revision guides) that will support Y6 children in attaining ARE+ in the KS2 SATS tests | Children need resources to use during the Easter Holiday to provide continuity and to help them remain focused before the SATS tests. | 1,9 | £500 |

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

Budgeted cost: £7,738

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| Pay for one extra day a week for a part time teacher to deliver targeted interventions to children who have fallen behind in phonics. | Children in EYFS and KS1 (some in KS2) have developed gaps in their phonic knowledge due to time away from school during the pandemic. This extra support will provide extra opportunities for practice and consolidation. | 1, 2, 5, 7, 8, 9, 10, 12 | £7738.02 |

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

Budgeted cost: £41,856

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| Pay for offsite provision to support children in developing behaviour strategies | Children who spend a term at the AIP Primary Provisions (ABC / Oasis) are able to return to mainstream school having developed positive strategies to maintain good behaviour and thus enable them to learn. | 1, 3, 5, 7, 10, 14 | £55 per day X 14 weeks = £3,850 (-£1500 funded through Cluster)  **Total = £2350**  (Potentially doubled if more than one child needs to access this provision = £4700) |
| Pay for a teacher from the Artforms music service to provide weekly high-quality music and instrument lessons | Some children lack *creative opportunities outside of school*, so need enrichment in school from specialist expert. | 6, 7, 10 | £9,225 |
| Pay for weekly chess lessons in Key Stage 2 | There is a general need to improve cognitive, thinking and processes skills in all children**.** | 6, 7, 10 | £1500 |
| Provide regular core strength sessions to improve core muscle strength. | We have identified a need, especially for adopted children, for the development of the core muscles.  Poor core strength can cause poor posture which can also affect gross motor and fine motor skills | 11 | TA time + Sarah Lloyd Programme:  £2000 |
| The Pupil Premium grant will contribute towards the Family Support Worker’s salary | 15% of the children who attend the school live in an area classed as being amongst the 10% most deprived in England.  10% of children who attend the school live in an areaclassed as being amongst the 3% most deprived[[2]](#footnote-2) in England.  (Figures from the January 2019 School census)  An increasing number of vulnerable families continue to need help and support with various issues linked to home and school. For example, attendance and punctuality, supporting children at home, parenting classes, etc. | 1, 3, 4, 6, 7, 13, 14 | £8,000 |
| Provide funding for all Pupil Premium children to have breakfast at school every day.  There are 90 children on breakfast club register in total, 30 PP children  Children are provided with a healthy breakfast each morning – cereals with milk, toast and fresh juice. | Without the school breakfast club, a substantial number of children would struggle to have a wholesome breakfast every day before school. All PP children receive free breakfast. | 4, 10, 13 | Food bill = £45 per fortnight £878= per year  Yearly Staff costs:  £11,000  Total = £11,878 |
| Provide money for a Hardship Fund – money that is available to support PP families in crisis to provide urgent necessities such as food, basic items and school uniform, etc. | Some families experience unexpected financial difficulties, and may have immediate debt issues, which can have a negative impact on education. They may need help providing basic resources urgently – eg food, heat, uniform, etc. | 1, 3, 4, 14, | £500 |
| Pay for Maintenance of the school car for: collecting children who may be late or absent, for family support worker to use to do home visits, to transport children to sports, music and other events.  Diesel, annual service package. | Some families struggle to *transport* their children to and from school, to sports and other events.  Attendance and punctuality can be affected by this. | 1, 4, 6 | £2032.92 |
| Subsidise the cost of the Y6 residential visit for PP children by £50 | Some families cannot afford the full cost of the annual Y6 residential. We would like all children to attend to have wider experiences and the group bonding aspect is vital for class relationships. | 6, 7, 14 | £600 |
| Pay for the annual pantomime | Some children do not have experiences outside school normally enjoyed by children of primary school age. | 6 | £620 |
| Subsidise each class for one educational visit per year  Pay £100 towards each visit | Some children do not have experiences outside school normally enjoyed by children of primary school age. | 6 | £800 |

**Total budgeted cost: £107.730**

# 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 2021 to 2022 academic year.

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| **Targeted Academic Support**   1. **Phonics:** 80% of the year 1 cohort passed the phonics screen in June 2022. A total of 87% of the Year 2 cohort have now passed the screen. 77% of the Y6 cohort passed the GPS test. 2. **Closing the Gap between PP / Non PP children**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | YEAR GROUP | Number and percentage of children currently working at ARE + (July 2022) | | | | | | | | | | | | Notes | | Reading | | GAP | Writing | | GAP | GPS | | GAP | Maths | | GAP | | PP | NON-PP |  | PP | NON-PP |  | PP | NON-PP |  | PP | NON-PP |  | | Year 1 (8 PP children) | 50% 🡩 | 82% 🡩 | -32% | 38% (=) | 73% 🡩 | -35% |  |  |  | 38% (=) | 77% (=) | -39% | More PP than non-PP at ARE+ in RWM | | Year 2 (8 PP children) | 38% (⭡) | 73% 🡩 | -35% | 13%⭡ | 55%(=) | -42% | 0(=) | 46% (=) | -46% | 13% (=) | 50% (🡩) | -37% | More PP than non-PP at ARE+ in RWM+GPS | | Year 3 (12 PP children) | 75% (🡫) | 73%(🡩) | +2% | 75% 🡫 | 60%(🡩) | +15% | 75% (🡫) | 67% (=) | +8% | 75% (🡫) | 67% (🡩) | +8% | More non- PP than PP at ARE+ in RWM+GPS | | Year 4 (9 PP children) | 89% 🡩 | 73% 🡩 | +16% | 50%🡫 | 64% 🡫 | -14% | 75% 🡩 | 77%🡩 | -2% | 75%🡩 | 86% = | -11% | More PP than non-PP at ARE+ in R. More non- PP than PP at ARE+ in WM+GPS | | Year 5 (12 PP children) | 75% 🡩 | 67%🡩 | +8% | 58% 🡫 | 50% 🡫 | +8% | 75%🡩 | 56% (=) | +19% | 75%🡫 | 67% 🡫 | +8% | More non- PP than PP at ARE+ in RWM+GPS | | Year 6 (12 PP children) | 75% 🡩 | 94% = | -19% | 42% = | 56% 🡓 | -14% | 58% = | 89% 🡩 | -31% | 67% 🡩 | 83% = | -16% | More PP than non-PP at ARE+ in RWM+GPS |  1. **Year 6 SATS outcomes**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **KS2 EXPECTED STANDARD +** | **SPS 2019** | **National 2019** | **SPS 2022** | **Leeds 2022** | **National 2022** | | **READING** | **67%** | **73%** | **87%** | **72%** | **74%** | | **WRITING** | **77%** | **78%** | **50%** | **64%** | **69%** | | **MATHS** | **80%** | **79%** | **77%** | **71%** | **71%** | | **GPS** | **80%** | **78%** | **77%** | **71%** | **72%** | | **RWM COMBINED** | **57%** | **65%** | **50%** | **55%** | **59%** |   R, W +GPS all above Leeds and National July 2022; writing below Leeds and National. RWM combined below Leeds and National. | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **KS2 GREATER DEPTH STANDARD** | **SPS 2019** | **National 2019** | **SPS 2022** | **Leeds 2022** | **National 2022** | | **READING** | **20%** | **27%** | **27%** | **26%** | **28%** | | **WRITING** | **23%** | **20%** | **17%** | **13%** | **13%** | | **MATHS** | **27%** | **27%** | **23%** | **22%** | **22%** | | **GPS** | **33%** | **36%** | **37%** | **27%** | **28%** | | **RWM COMBINED** | **13%** | **11%** | **13%** | **7%** | **7%** |   Reading level with Leeds and National; writing, maths and GPS above Leeds and National.  RWM combined above Leeds and National |  1. **Recovery Premium** The recovery premium has funded a teacher to work one extra day per week to deliver phonics interventions across school; in all year groups, those who did not previously pass the phonics screen have made good progress (see data above).   **Wider Strategies:**   1. **Offsite Provision:** The placement for the child who attended the ABC targeted behaviour provision was successful and the child was able to return to school and succeed with support. His behaviour has improved and he is learning to use his strategies to enable him to access his learning. 2. **Music** The children have experienced many high quality music experiences throughout the year through Artforms – e.g: Music Nuggets Day (Y4 and 4); Maia Music workshops (whole school); choir performances both in and out of school; Little Sing (KS1) and Big Samba (KS2) events at Pudsey Civic Hall; Leeds Lieder (Y5); instrumental guitar lessons to start in September 2022; Music Champion Status achieved in June 2022. 3. **Chess:** Chess skills have improved in the Y3 children; chess club to start again in September 4. **Core Strength Sessions:** The sessions help to regulate the children in readiness for their day in school. The two upper key stage 2 children have become very skilled and competent in the activities and can now negotiate them with ease; these two children have made good progress over the year in their classes. 5. **Family Support Worker:** attendance processes have become a lot tighter since the end of the pandemic and attendance has started to improve in some of our more vulnerable families; punctuality is improving and the number of children who are late to school 2 or more times a week has dropped significantly. 3 families have been provided with new beds and bedding for each child in the family. Excellent relationships between Family Support Worker and Flourishing Families has meant that more family groups have participated in family group cooking sessions over the year; this has included education around healthy recipes and cooking on a budget. Families in crisis have been supported to secure mental health referrals; ongoing housing support for families in rental properties have been given notice to vacate their properties. 6. **Breakfast Club** A large number of PP children attend the breakfast club; we have supported more vulnerable children to attend breakfast club this year to improve their attendance and attainment. Attendance for these children has been sustained. 7. **Hardship Fund:** This has been used to support some vulnerable families in times of crisis. 8. **School Car:** The school car has been used over the year to transport children to sports events and educational visits; it is also used to make home visits to follow up on non-attendance, etc. 9. **Year 6 Residential:** All families of Year 6 Pupil Premium were subsidised for the trip; all PP children attended the residential and experienced a wide range of opportunities which they would not normally have had. 10. **Pantomime:** This was able to take place again following the relaxing of restrictions. 11. **School visits:** All classes have had at least one educational visit away from school this year, of which £100 was subsidised. |

## Externally provided programmes

## *This is a list of Non DFE Programmes that were purchased in the previous academic year.*

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| Programme | Provider |
| Lexia | Lexia Core 5 |
| Little Wandle | Wandle Learning Trust |
| Nessy Phonics | Nessy Learning |
| New Group Spelling Test (NGST) | GL Assessment |
| Twinkl Spelling Programme | Twinkl |
| Art Forms | Leeds City Council |
| Chess in Schools | Chess in Schools and Communities |
| Buss Core Strength Programme | Sarah Lloyd |

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)