

Redwell Primary School Pupil Premium and Recovery 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
Redwell Primary School	
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils 69 children (September, 2022)	59 children (October Census, 2021)12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	November '22
Date on which it will be reviewed	October '23
Statement authorised by	Claire Head (Principal)
Pupil premium lead	Sara Nimmo (Assistant Principal)
Committee chair/Trustee lead	Amy Patterson (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355
Recovery premium funding allocation this academic year	£9,558 (£5,735 funded) <i>+£4294 additional payment received</i> Total £13,852
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,490
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	£100,385

Part A: Pupil premium strategy plan

Statement of intent

Redwell Primary School is a high attaining values led school and is situated on the northern edge of Wellingborough.

In September 2015, the school opened its new and improved building; as an expanding school we now have 630 pupils. The site now includes 21 classrooms, a brand new reception area and offices, a large sports hall, three large playgrounds and a fantastic sports field.

We have recently re-established and relaunched our Parent body Friends of Redwell Primary School (FoRPS) to continue to develop and grow our links with the local community. We engage in a range of activities in the community including singing at the local shops/nursing home at Christmas, local church events throughout the year and offering a Christmas Fayre.

Our Early Year Foundation Stage (EYFS) area has recently been developed providing a vibrant, open planned learning space allowing for a free-flowing environment for our 90 pupils following the Early Excellence approach.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including challenge and progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We have taken into consideration the experiences of disadvantaged pupils and have allocated funding to ensure that we provide these curriculum enhancements for the pupils. Cultural Capital has been considered within the planning of the strategy statement, which has captured the pupil voice to ensure we provide enhancements that are relevant for our pupils.

Quality First Teaching (QFT) is at the heart of our approach, including providing relevant and robust Continual Professional Development (CPD) for staff to ensure they are best equipped with up to date knowledge and expertise to create the best possible learning environment for all pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Within this plan we have also focused resources on the wellbeing of the disadvantaged children to address the identified areas of need – with an increased number of pupils requiring wellbeing and mental health support we have implemented a dedicated Pastoral Team to support specific needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that QFT is effective through a mentoring and coaching approach
- monitor the impact for the Pastoral Team on the wellbeing of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
In-school barriers	
1 <i>Linked to intended outcome 1 - Teaching & Learning</i>	Based on the 2021/22 whole school outcomes, the School Development Plan (SDP) has 4 priority areas; Phonics, Writing, EYFS and Maths, with a particular focus on KS2 Maths. As outlined in this strategy, emphasis is being focused on providing increased opportunities of high quality CPD for teachers to develop their skills and pedagogical knowledge to ensure children have access to good teaching. In addition, there is a focus on providing the relevant resources to support Quality First Teaching (QFT). Through observations, it was noted that the engagement of some disadvantaged pupils had decreased, therefore an emphasis in 2022/23 to increase engagement through the newly developed, well-rounded curriculum, has been initiated to impact outcomes.
2 <i>Linked to intended outcome 2 - Pupil Wellbeing</i>	Develop whole school wellbeing and mental health offer, by utilising the pastoral team to increase engagement of disadvantaged pupils. Focus on the continuation of developing regulation techniques through the regulation stations and co-regulation strategies. Increase in engagement and self-regulation will impact outcomes as children will have the ability to focus in lessons, therefore accessing the QFT in the classroom.
3 <i>Linked to intended outcome 3 - National Tutoring Programme</i>	As a result of the End of Year KS2 SATs results for Maths, the focus on accelerated maths progress was identified/needed. All children identified are predicted to reach Age Related Expectations (ARE) with the additional support of the 15 session tutoring programme. 24 (Y6) children initially will receive tutoring via the National Tutoring Programme (NTP) followed by a responsive focus based on summative assessments across the school. We aim for 72 children to access the NTP throughout the year (2022/23).
External barriers	
4 <i>Linked to intended outcome 4 - Wider Approaches</i>	Despite improvement in the amount of disadvantaged pupils accessing extra-curricular clubs in school our recent Cultural Capital survey revealed that, on average, disadvantaged pupils were receiving less chances outside of school hours to experience additional learning opportunities compared to their peers. We intend to address this through offering a wide range of curriculum enhancements including access to trips and visitors and the immersive curriculum on offer. Provide opportunities to experience a range of enhancements that they have not previously experienced. All of which increase their resilience, self-regulation and concentration skills allowing them to focus on the learning opportunities provided in the classroom impacting outcomes positively.
5 <i>Linked to intended outcome 5 - Wider Approaches including attendance</i>	Overall attendance figures for disadvantaged pupils for 2021/22 was 2% lower than non-disadvantaged pupils. Breakfast club to be utilised to support attendance and academic progress of identified pupils. Family engagement through work of Parent Liaison Officer (PLO) to support increase in percentage attendance for identified pupils. Offer incentive for being in school to increase access to learning, impacting on outcomes of disadvantaged pupils

Intended outcomes

Intended outcome	Success criteria
<p>1. To improve outcomes for disadvantaged pupils through our well-rounded curriculum offer, access to relevant resources to support individual pupils and continued high quality CPD for staff to improve the QFT and pedagogical knowledge of teaching staff.</p> <p><i>Link to SDP:</i></p> <ol style="list-style-type: none"> 1. <i>To improve the attainment of phonics in Year 1.</i> 2. <i>To improve the attainment and progress of all pupils in writing</i> 3. <i>To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment.</i> 4. <i>To continue to embed the maths mastery approach across the school.</i> 	<ul style="list-style-type: none"> • Implement CPD for teaching and non-teaching staff to improve the quality of Phonics teaching. • Teaching staff to focus on self-improvement to improve QFT so that 90% of teaching is at least good. • To improve quality of writing with a focus on the 'place value' of grammar and through an increase in high quality shared writing opportunities. • Improving outcomes in Maths (end of KS2 focus) with a focus on number sense and arithmetic. • Improving engagement of disadvantaged pupils in maths through providing a resource bank for home to promote enjoyment. • Continue to develop curriculum enhancements in EYFS through the Early Excellence approach to maintain our high-quality curriculum offer • Increasing links between indoor and outdoor provision to ensure consistency through a purposeful environment
<p>2. To empower our children to be well rounded learners with an increased ability to self-regulate their emotions</p> <p><i>Link to SDP:</i></p> <ol style="list-style-type: none"> 1. <i>To improve the attainment of phonics in Year 1.</i> 2. <i>To improve the attainment and progress of all pupils in writing</i> 3. <i>To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment.</i> 4. <i>To continue to embed the maths mastery approach across the school.</i> 	<ul style="list-style-type: none"> • Develop wellbeing and mental health offer in school via the Pastoral Team expertise to increase classroom engagement of disadvantaged pupils • Teach whole class wellbeing sessions to encourage self-regulation to improve learning behaviours further • Staff CPD Re. SEMH to support children's emotion regulation, therefore increasing in class participation • Utilise the school council to relaunch the school values to prepare children for the wider world • Develop immersive curriculum to give opportunities for children to develop their own learning and increase conceptual understanding
<p>3. To utilise the National Tutoring Programme to support maths outcomes, with a focus on arithmetic and fluency</p> <p><i>Link to SDP4:</i></p> <ul style="list-style-type: none"> • <i>Outcomes will be at least in line with National ARE</i> • <i>Provide the opportunities for more children to make better than expected progress</i> 	<ul style="list-style-type: none"> • <i>Tutoring programme for identified pupils to be implemented</i> • <i>Maths focus for Tutoring (year 6 initially) to accelerate progress of identified pupils to improve end of key stage 2 outcomes</i> • <i>72 children will access NTP over the year to accelerate progress to increase number of children meeting National ARE</i> • <i>Arithmetic focus to support outcomes of identified pupils</i>
<p>4. To provide the children with a range of extra-curricular opportunities through our wider approaches, including access to all trips and visitors. Address Cultural Capital for disadvantaged pupils by increasing the opportunities available for them to access</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> • <i>Create an immersive, enriching and progressive curriculum to give children a range of opportunities to develop their conceptual understanding</i> 	<ul style="list-style-type: none"> • Develop progressive curriculum to increase opportunities for conceptual understanding to take place to improve children's knowledge • Provide opportunities for disadvantaged pupils to access clubs to further develop their social skills • Ensure ALL disadvantaged pupils access ALL trips and visitors • Ensure access to the interactive classroom is utilised to provide opportunities for disadvantaged pupils to immerse themselves into the topic being studied
<p>5. To improve attendance figures for disadvantaged pupils so they are at least in line with national (95%) to increase access to QFT/learning opportunities</p> <p><i>Link to SDP:</i></p> <ol style="list-style-type: none"> 1. <i>To improve the attainment of phonics in Year 1.</i> 2. <i>To improve the attainment and progress of all pupils in writing</i> 3. <i>To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment.</i> 4. <i>To continue to embed the maths mastery approach across the school.</i> 	<p>All below will improve outcomes due to increased time in school/lessons:</p> <ul style="list-style-type: none"> • Family Liaison Worker to monitor attendance of pupils termly and contact parents via letter system and support families to improve attendance through the use of Parent Contract Meetings (PCMs) • Breakfast club to be offered to disadvantaged pupils whose attendance falls below the expected standard (95%) • Attendance policy to be followed to ensure parents are aware of consequences of poor attendance • Attendance award introduced to provide an incentive for improved attendance • Utilise Pastoral Team to support families with poor attendance

Teaching & Learning

Tier 1 High Quality Teaching & Tier 2 Targeted Academic Support

Budgeted cost: £50,000

Activity (Strategies implemented to support T & L based on SDP)	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • To improve the attainment of phonics in Year 1 <ul style="list-style-type: none"> ➢ 1:1 fast track phonics to happen daily for targeted pupils (TA led) ➢ Increased exposure to phonics tests to increase confidence through intervention ➢ Streamed phonics groups with fully trained staff team to improve QFT of phonics ➢ Increase amount of resources available to children to support phonics learning ➢ Staff training through RWI online portal – directed by phonics lead • To improve the attainment and progress of all pupils in writing <ul style="list-style-type: none"> ➢ Grammarsaurus training to be implemented to develop sentence structure/basic skills of writing (place value of grammar) ➢ Full Stop leader Training for Writing lead to develop teaching methods of non-negotiables ➢ Writing interventions to be implemented in each year group to support writing development ➢ CPD for new staff for Storytelling approach to ensure consistency and rigour • To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment <ul style="list-style-type: none"> ➢ Continue to embed the Early Excellence Approach with purposeful curriculum enhancements ➢ Provide resources to support learning opportunities and address cultural capital of specific cohort • To continue to embed the maths mastery approach across the school <ul style="list-style-type: none"> ➢ Work alongside Trust Maths lead to develop skills of leader and individual teachers to enhance practice ➢ Embed daily fluency through 'Number Sense' basic skills in all areas – subscription to number sense programme to support planning/sequencing ➢ Increase teacher's maths pedagogy through staff training ➢ Monitor implementation of new initiatives and its consistency to enhance QFT 	<ul style="list-style-type: none"> • EEF research small group tuition has the impact on increased progress • We follow RWI because Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling • The teaching of reading and writing is rigorous, consistent and of the highest quality so that: <ul style="list-style-type: none"> • Teachers know how to teach even the most struggling reader – including older children • All children develop reading fluency so they can read with comprehension • All children develop the co-operative behaviour necessary for them to articulate their ideas and understanding • Increased staff confidence – improves QFT and outcomes • Current pedagogy up to date ensuring teachers delivering best quality lessons • Grammarsaurus provides proven adaptive teaching resources to support writing development • Early Excellence gives a range of high-quality materials over time allowing children to return and develop ideas and concepts that interest them and provide a context for powerful learning. • Levels of wellbeing and involvement are built on a degree of calm, confidence and security- and this independence is fostered through this approach. • Children direct their learning to achieve their desired outcomes and be proud of their learning. • Maths Mastery Approach enables pupils to develop their understanding of concepts beyond surface level • Mastery approach is an evidence-based approach which develops teacher techniques to enhance curriculum offer (EEF High Quality Teaching) • Mastery Teaching relates to Targeted Academic Support (EEF) providing relevant resources to support needs of disadvantaged pupils 	<p>Challenge 1, intended outcome 1 & SDP 1</p> <p style="text-align: center;"><i>Tier 1 High Quality Teaching & Tier 2 Targeted Academic Support</i></p> <p>Challenge 1, intended outcome 1 & SDP 2</p> <p style="text-align: center;"><i>Tier 1 High Quality Teaching & Tier 2 Targeted Academic Support</i></p> <p>Challenge 1, intended outcome 1 & SDP 3</p> <p style="text-align: center;"><i>Tier 1 High Quality Teaching</i></p> <p>Challenge 1, intended outcome 1 & SDP 4</p> <p style="text-align: center;"><i>Tier 1 High Quality Teaching</i></p>

Targeted academic support (*EEF Small Group Tuition*)

Budgeted cost: £13,852 (Total budget) £3,823.20 (School cost) £5,734.80 (Tutor fund) + £4294 (Additional funding received)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Tutoring programme to be introduced for identified pupils in year 6 Maths initially Small group tuition (1:3 tutoring programme) Times tables CPD for all staff team to support QFT and targeted interventions Use of Pixl to identify strands and inform interventions 15 weeks of 1 hour tutoring sessions addressing identified gaps in learning 	<p>National Tutoring Programme research</p> <p>EEF research into small group tuition and the increased impact of targeted small group tuition delivered by qualified teachers</p> <p>Diagnostic approach (PiXL) to identifying gaps in knowledge has been undertaken and to be continued to plan the intervention</p>	<p>Challenge 3, intended outcome 3 & SDP 4</p> <p><i>Tier 2 Targeted Academic Support</i></p>

Wider strategies

Budgeted cost: £46,561.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Immersive curriculum developed including clear intent and knowledge organisers to improve conceptual understanding Targeted intervention for PP pupils to support wellbeing/resilience ALL classes to complete a 6-week mindfulness programme for pupils (KS2 Paws B/ EYFS/KS1 123Be) led by pastoral team SEMH intervention to be implemented by pastoral team to support children becoming independent learner and supporting the ability to regulate emotions/behaviour SEMH training for staff to support effective delivery of targeted intervention Continue to utilise lunchtime nurture group (Pitstop) to support vulnerable learners to develop skills to reintegrate back to the playground independently Access to Trust SALT to support increasing numbers of pupils with S&L communication needs NTFC community team to provide learning mentors for identified children to improve wellbeing, behaviour, mental health. Workshops around healthy living. LTS training provided to support playground animation 	<p>Immersive curriculum increasing pupil engagement</p> <p>Pastoral Team implemented to support growing need for pastoral intervention (wellbeing focus)</p> <p>CPD of staff key to supporting pupils wellbeing</p> <p>Decrease in incidents at lunchtime and social skill development for identified children increases academic successes</p> <p>Increased numbers of SALT issues arising in EYFS – needs targeted support</p> <p>Impact of learning mentor last academic year led us to introducing 2 x days a week to access more vulnerable students to develop resilience and mental wellbeing</p>	<p>Challenge 4 & 5, intended outcome 2 & Additional Priorities from SDP</p> <p><i>Tier 3 Wider Approaches</i></p>

<ul style="list-style-type: none"> • Early Excellence approach utilised in EYFS/Year 1 to enhance learning opportunities for the pupils (<i>Tier 1 High Quality Teaching</i>) • Provide children with an off-site experience to address cultural capital (<i>access to a day at the gym 'Matrix Gym' day to give children experience of new skills and competition element of gymnastics</i>) 	<p>Early Excellence gives a range of high-quality materials over time allowing children to return and develop ideas and concepts that interest them and provide a context for powerful learning.</p> <p>Brilliant Book Bag feedback extremely positive and increased</p>	<p>Challenge 4 & 5, intended outcome 2 & Additional Priorities from SDP</p> <p><i>Tier 3 Wider Approaches</i></p>
---	--	---

<ul style="list-style-type: none"> • PP 'book gifting' project increasing children's access to high quality books to have at home (matched to interests) • Immersive curriculum provides opportunities for children to engage in curriculum enhancement (Immersive classroom) • Support families to access School uniform, school trips and extra-curricular activities to develop sense of belonging and social skills (PPF cards) • Access to extra-curricular activities through our before and after-school provider and/or music tuition (PPF Card) • Access to all school trips to enhance curriculum experience (PPF Card) • Access to Uniform (up to £100) to enhance sense of belonging (PPF Card) 	<p>engagement of PP pupils – develop this year to address specific interests of the pupils (pupil voice gathered)</p> <p>Successful in previous years for parental engagement and increases sense of belonging – community approach.</p> <p>Access to after school clubs in 2021/22 up by 16% compared to 2020/21</p>	
<ul style="list-style-type: none"> • Weekly year group attendance award introduced to increase profile • 100% attendance stickers awards for all PP children each term • Before school clubs offered as part of the PPF card (£100) • Offer of free breakfast club to those children who are below • Introduction of wraparound care after school until 5:30pm (previously only available until 4:40pm) funding made available to support PP children to access via PPF cards • Attendance lead to monitor PP attendance closely and follow recently updated attendance policy • Develop resilience skills and wellbeing of PPF pupils through workshops including learning mentors for identified pupils (NTFC) • Whole school values to be revamped and in line with behaviour policy/expectations to support resilience and wellbeing • Family engagement through tea and chat group led by pastoral team to be introduced 	<p>Increased incentives has promoted good attendance – PP attendance less than 1% lower than non-PP pupils</p> <p>Resilience is a key focus from wellbeing survey and home learning monitoring during the pandemic</p>	<p>Challenge 4 & 5, intended outcome 2 & Additional Priorities from SDP</p> <p><i>Tier 3 Wider Approaches</i></p>

Total budgeted cost: £100,385 (including £19,391.25)

In addition: £5,734.80 (tutor fund to receive as income 3 x payments over the year)

All decisions made with careful consideration of the 3 Tiered Approach set out by the EEF including evidence based research to ensure effective use of the PPG funding (See below - of 3 Tiered Approach)

EEF Tier 1 High Quality Teaching

1 HIGH QUALITY TEACHING

- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
- Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
- Mentoring and coaching
- Recruitment and retention of teaching staff
- Technology and other resources focussed on supporting high quality teaching and learning

EEF Tier 2 Targeted Academic Support

2 TARGETED ACADEMIC SUPPORT

- Interventions to support language development, literacy, and numeracy
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- One to one and small group tuition
- Peer tutoring

EEF Tier 3 Wider Approaches

3 WIDER STRATEGIES

- Supporting pupils' social, emotional and behavioural needs
- Supporting attendance
- Extracurricular activities, including sports, outdoor activities, arts, culture and trips
- Extended school time, including summer schools
- Breakfast clubs and meal provision
- Communicating with and supporting parents

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.

<p>In-school barrier 1</p>	<ul style="list-style-type: none"> • CPD delivered to support teaching of grammar – improved sentence structure outcomes for PP pupils. The impact has been a 1% increase in writing outcomes across the school. PiXL assessments used to guide teaching to address gaps in learning from COVID impact. This has informed planning for the National Tutoring Programme (NTP). PP brilliant book bags showed an increased excitement towards reading and enthusiasm at being able to ‘shop’ for their third book. They are showing an increase in enjoyment and passion for reading, as shown by pupil voice. Here is what the pupil’s feedback regarding the ‘Brilliant Book Bags’: <ul style="list-style-type: none"> ○ <i>There were lots of new books I have never seen</i> ○ <i>They helped me to read and they made reading fun</i> ○ <i>I liked that it has books in. YES it helped.</i> ○ <i>They were really fun to read and it improved my reading by a ton.</i> ○ <i>I LIKE it because it gives me more to read</i> ○ <i>I like new books and they help me learn new words.</i> ○ <i>I like that that they are easy to read. They helped me get more confident at reading.</i> ○ <i>They made me feel special.</i> ○ <i>The books were exciting.</i> ○ <i>I like the way the books taught me new words.</i> <p>Predicted impact on outcomes will be seen in Autumn 1 data 2022/23 (currently in line with previous year). Maths CPD implemented to embed the delivery of the mastery approach – impact has been a 7.5% increase in outcomes for PP children across the school. Trust Speech and Language Therapist (SALT). Supporting phonics development – EYFS phonics outcomes improved by 23% from previous year. Predicted impact to be seen in year 1 outcomes 2022/23.</p>
<p>In-school barrier 2</p>	<p>100% of children accessed Wellbeing programme – delivered by Trust wellbeing lead, contributing to improved self-regulation skills. 49% of children regularly access the regulation stations and successfully self-regulate and return to lessons with the ability to engage. Others are supported where necessary to co-regulate (adult supported) in order to access appropriate learning. Pupil voice collated shares the positive impact of the Pastoral Team on their wellbeing and regulation skills. Children were asked if they had developed any regulation strategies: <i>“we talked about new ways to calm” and “we talked about our feelings”</i></p> <p>Of the children surveyed for the wellbeing assessment process there was a significant increase (+12%) in the number of pupils who stated they have friends in school. Another significant impact of the work of the pastoral team and ‘Zones of Regulation’ was shown in the increase in the children ‘managing their emotions’ outcome, increasing by 10% over the year.</p>
<p>In-school barrier 3</p>	<p>National Tutoring Programme implemented for 76 children over the academic year. In Autumn Term 6.7% of children chosen for NTP were working at expected standard. After the initial implementation tutoring, 33.3% of the students were working at expected standard and by End of Summer Term 73.3% of those children had made it to expected to standard. An overall increase of 66.6%.</p> <p>Reading tutoring was less successful with only 9% of children making progress. National Tutoring Programme to only be used for Maths tuition moving forward.</p>
<p>External Barrier 4</p>	<p>57% of PP children accessed extra-curricular clubs funded by PPF, an additional 31% accessed a free extra-curricular club provided by NTFC Learning Mentor. PPF funding used to part fund a Military Day to give the children a different curriculum enhancement concentrating on resilience and team building skills. This was purchased based on the outcomes of the wellbeing assessment which identified the need for a development in the resilience skills across the school. A decrease of 11% of children surveyed who said they felt worried or worry about things.</p>
<p>External Barrier 5</p>	<p>Offer of breakfast clubs were not well subscribed so focused on offering clubs to those children whose attendance was lower. Subsidised breakfast club had significant impact on individual pupils. One child’s attendance moved from 59% to 75.4% by the end of the academic year. PP attendance for 2021/22 was 93.1%. A small number of individuals with incredibly low attendance impacted the overall figures taking it below national expectations (95%). Proposal for 2022/23 to focus on individual students – Pastoral Team to engage with families to support. Impact of improving minority will increase overall PP attendance figures.</p>

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
Grammarsaurus	Mitch Hudson

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

--

Redwell



Primary School