



Pupil premium strategy statement

This statement details Lanesfield Primary school's use of pupil premium (and recovery premium for the 2022 to 2025 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	
School name	Lanesfield primary
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 -2025
Date this statement was published	January 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Governors
Pupil premium lead	Mrs S Davidson – Deputy Head
Governor / Trustee lead	Mrs A Cooney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880.00
Recovery premium funding allocation this academic year	£ 15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£154,960.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, achieve across all areas of the curriculum and make good progress. We aspire for all pupils to be the best they can be.

This year at Lanesfield we have worked hard to develop a Pupil premium strategy that will be sustainable for a longer period of time. By carrying out our own research and using evidence from Education Endowment Foundation (EEF) we have been able to identify key areas to support our pupils that will have a lasting impact on their education and be able to be implemented both at home and in school.

In addition, we recognise the impact a changing workforce can have and recognise our children will most likely have a range of work life experiences as the job market is ever changing. As a school we focus our curriculum on the world of work.

Sustaining an effective and excellent teaching profile has to be part of our strategy because obviously this is one of the most important levers that enables us to improve the outcomes for disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the national tutoring program for pupils whose education has been affected.

It would be wrong to identify these barriers to all of our disadvantaged children. However, it is important to note that these are common barriers and that by addressing these areas along with recognising the evidence in the EEF and forming an evidence-based approach to our pupil premium strategy will result in positive outcomes and increased opportunities for all our disadvantaged pupils.

Challenges

Through internal and external research, we have identified a pattern to lower achievement for our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Children enter Lanesfield below national expectations for communication and language skills in nursery and reception. Historically progress has been slower in these areas.</p> <p>On entry to Reception class in the last 5 years, between 75-80% of our disadvantaged pupils arrive below age-related expectations compared to 15-20% of other pupils. This is when looking at the whole profile of each child in the Early Years Foundation Stage profile.</p> <p>Maths - In Mathematics, between 60-65% of our disadvantaged children required intervention or support to access the Reception level curriculum in EYFS. The majority of these children were working in the 3-4years age bracket on entry to Reception.</p> <p>Communication and language - Between 80-85% of our disadvantaged children had language and communication delays. With, on average, 6% requiring intervention from speech and language services.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers</p>

2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <ul style="list-style-type: none"> • Prior to covid, by the end of year 2 all pupils had passed the phonics test. The highest percentage of pupils not passing in year 1 were disadvantaged.
3	<p>Disadvantaged progress in all areas is slower than others, most recent statutory data highlights maths as widest divide in key stage 2.</p> <ul style="list-style-type: none"> • Additionally, it highlights that divide widens in key stage 2 • National pandemic and repeated absence had impacted on reading achievement • Motivation and engagement for learning is lower within disadvantaged pupils
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Our assessments, wellbeing questionnaire, observations and discussions with pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Children have less opportunities to widen cultural capital outside of school as many children have limited opportunities to broaden life experiences and develop personal interests.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 10 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, these pupils are receiving small group EBD interventions. Clear evidence that school lockdown as a result of the pandemic has impacted on pupil wellbeing notably more negative impact for disadvantaged.</p>
5	<p>Parental feedback and reading records highlight a lack of reading support from home environment for disadvantaged group.</p>
6	<p>Teacher pupil relationships have the biggest impact on disadvantaged pupils with many not coping with teacher changes. Teaching profile has been fluid over the last three years with at least three changes per year.</p>
7	<p>Attendance rates for disadvantaged pupils are lower, this is cohort dependent but a common issue in the majority of year groups.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p>Lack of parent engagement and support for pupils within the home. Additionally, for disadvantaged pupils who are EAL IT support from parents has been limited.</p>

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>EYFS Data indicates pupils achieve well in literacy, communication and language and a rising profile of achievement is evident throughout the current strategy 2021 - 2024 with disadvantaged pupils making the most progress.</p> <p>EYFS curriculum is language rich, text based with clear focus on oracy development.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Pupils make rapid progress in this area meeting and exceeding national expectations.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Teaching profile highlights quality first teaching as a strength and teaching profile with at least 90% good or better.</p>	<p>DHT works with all new to Lanesfield staff as a result new staff are clearly established by end of first term.</p> <p>AHT + DHT mentor ECT staff throughout the year ECTs have access to an outstanding schools development program in a bid to use best practice and access outstanding CPD.</p>
<p>I-pads Focus</p>	<p>Through the use of iPads disadvantaged pupils demonstrate higher learning engagement and collaboration. This is evident in high and low attainment groups and results in more disadvantaged pupils reaching ARE and above at end of year 6.</p> <p>This S.C. is based on a 2013 study (where empirical data through lesson observation was triangulated with perception surveys and group interviews of both teachers and students. It was found that the use of iPad was associated with more learner engagement and collaboration. It also found that the P21C2 pioneers, particularly the low and high ability groups, performed better than their peers in the year-end examinations).</p>
<p>Teacher training is based around the development of whole school curriculum.</p>	<p>Chris Quigley curriculum training completed as a whole staff and knowledge of metacognition used to drive pedagogy.</p>

	<p>Subject leaders use the purchased CQ resources to support curriculum development and subject monitoring.</p> <p>Lanesfield curriculum is established and developed in line with training and to support use of the milestones to support assessment and progression.</p>
Widen vocabulary understanding throughout key stage 1 and 2	<p>All children will have an increased understanding of a wider range of words and apply these within everyday learning.</p> <p>All subjects have a clear vocabulary map which is monitored and reviewed. Spelling lessons are clearly taught using research-based methods delivery through effective pedagogy</p>
Disadvantaged pupils engage with all elements of the curriculum including offsite visits.	<p>Curriculum design offers a wide range of opportunities to develop cultural capital at Lanesfield. IT is used to ensure a wider range of virtual experiences can be weaved on a day-to-day basis. Brilliant club tuition established in year 5 and 6. Covid – Training 4 Teaching – From the Thursday university course.</p>
Reading in the home environment is improved and can be measured by use of new reading app.	<p>Reading app embedded in all key stage 1 and 2 year groups. Workshop supports parental engagement Videos?</p>
Attendance improves for disadvantage pupils with a significant drop in the amount of PA children also being from disadvantaged background.	<p>Attendance rates improve in all year groups Attendance for disadvantage years groups rise by 2 %</p>
Reading progress is on a level with other pupils in school.	<p>Established reading intervention supports accelerated progress and has an impact on writing attainment. RR supports targeted disadvantaged pupils in year 1. BRP is a well-established intervention programme supported by clear develop lead.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DHT and AHT use of support time for ECT's.</p> <p>Teaching profile highlights consistently good teaching over time 90% good or better.</p>	<p>Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF guide identifies this as a substantive area of impact for disadvantaged pupils.</p> <p>Non- class based DHT. Dedicated AHT in class support time. Dedicated in class support time.</p> <p>Half termly through HT meetings and feedback from Mentor fortnightly meetings and during school learning walks.</p>	<p>1 2 3 6</p>
<p>DHT support NTL</p> <p>Teaching profile highlights consistently good teaching over time 90% good or better.</p>	<p>Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF guide identifies this as a substantive area of impact for disadvantaged pupils.</p> <p>Non-class based DHT Dedicated in class support time.</p> <p>Half termly through HT meetings and feedback from Mentor fortnightly meetings and during school learning walks.</p>	<p>1 2 3 6</p>
<p>Curriculum development CPD CPD training focussed on curriculum development and use of Chris Quigley milestones.</p> <p>To develop the curriculum with a clear level of progression and development using the Chris Quigley milestones</p>	<p>To enhance the cultural capital of Lanesfield and ensure this is at the heart of the curriculum so that we are able to provide pupils with a varied and broad curriculum offer that prepares them for the world. Recognising the importance of cultural capital and widely accepted view that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.</p> <p>Researched and trialled some of the curriculum companion materials 2019-20. The program of development includes: SLT day – ensuring clarity of vision</p>	<p>1 4</p>

	<p>Teachers – whole training day develop a bespoke use of materials that complement our curriculum.</p> <p>Subject leaders to have 1:1 support to develop and lead impact in their area.</p> <p>Govs Curriculum meetings</p> <p>School monitoring process.</p>	
<p>Use of Local Authority standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF. Using LA assessment enables school to compare across LA.</p>	<p>1</p> <p>3</p>
<p>Purchase of RWI consultant program which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Along with individual support for teachers from maths LA consultant.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Lanesfield are following Mastery Maths program as approved by DFE and Wolverhampton LA.</p>	<p>1</p> <p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

<p>All staff to take part in Headstart wellbeing project delivered by Duncan Barrett.</p>	<p>This is to be developed into a specific tuition program aimed at KS2.</p>	<p>4</p>
<p>Develop the use of ICT within the curriculum by using 1:1 iPads</p> <p>Implement 1:1 Ipads throughout key stage 2 starting from September</p>	<p>This will support the development of the curriculum through access to virtual resources. It will ensure all IT based resources can be used on a regular basis. It will allow the whole class to have access to a wider technological world that may not be available in the home environment. Additionally, this creates an opportunity to consider iPad use in the home environment should lockdown locally or nationally occur again.</p> <p>Through 2019-20 school have developed digital leaders and trialled this way of working. Using the outcomes of this and building in a continued training package we will continue to train new staff in the use of iPads and iPads pros for classroom use.</p> <p>The themes that emerged from teachers included the positive impact of iPad use in education, the potential disadvantages of iPad use in education, and technical issues. An issue that strongly emerged was the need for more training on the features of an iPad and apps along with how to use them appropriately in lessons. It was also revealed that what was initially seen as major barriers to iPad use in lessons could be easily resolved with the presence of the correct knowledge and support.</p> <p>School monitoring process Curriculum governor meeting and learning walks.</p>	<p>1 2 3 4 7 8</p>

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

Budgeted cost: £ 67,450.00 (144,435)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading recovery teacher to work in year 1.</p> <p>Reading Recovery is a literacy programme designed for the lowest achieving children aged around six that enables them to reach age-expected levels within 20 weeks.</p> <p>It involves a short series of daily one-to-one lessons for 30 minutes with a specially trained teacher.</p> <p>Improved reading outcomes for the lowest attaining year 1 pupils.</p>	<p>'Early intervention: The Next Steps' (HM Government, 2011).</p> <p>Reading Recovery is cited as one of 19 effective early interventions to reach the reports quality threshold, and the only one for school level literacy.</p> <p>Reading Recovery is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to use letter and word detail fluently without losing focus on meaning and comprehension</p> <p>Reading recovery is supported through ongoing training that takes place on an annual basis.</p> <p>RR teacher takes part in lesson observation in school and as part of a working group where practice is constantly evaluated and developed. Additionally, as part of school's calendar of monitoring through learning walks.</p> <p>Program evaluated at end of each 20-week program.</p> <p>Reviewed within school monitoring program.</p> <p>Data analysis as each cohort completes program.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>
<p>BRP reading intervention</p> <p>Three learning support staff to delivery BRP intention program</p> <p>To create a phased approach to reading intervention so that each phase has the capacity to support under achieving pupils. As a direct result progress will be</p>	<p>Boostingreading@primary is proven, good practice intervention. Each year pupils consistently make accelerated gains over four times the expected rate of progress.</p> <p>In 2014, research highlights Reading Age gains of over 14 months over the 10-week period of intervention.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>

<p>accelerated and 1:1 reading opportunities increased.</p> <p>All L.S. to be BRP trained so that additional intervention can take place by class-based learning support.</p>	<p>Each phase has a BRP intervention learning support. The phase leader and BRP lead will manage the timetable of interventions.</p> <p>This is a reviewed for half termly.</p> <p>3 weekly meetings with BRP lead for autumn term followed by termly meets. HT meeting half termly. Linked to school monitoring cycle.</p>	
<p>Additional learning support in EYFS</p> <p>To reduce the staff, ratio for nursery children from 1:13 to 1:10 and support additional opportunities for communication and language.</p> <p>Improve the communication and language development for nursery and reception children so that we reach national results.</p>	<p>Increased opportunity for teacher pupil interaction within the unit along with scaffolding opportunities for teacher pupil.</p> <p>Increased capacity for intervention support within EYFS unit.</p> <p>EEF notes, "Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component."</p> <p>By ensuring the staffing numbers are constant this has been achieved by appointing an apprentice who will be based in nursery class and also increasing teacher pupil ratio as 2020-2021 will have two fulltime and one part time teacher.</p> <p>HT meeting half-termly. Linked monitoring cycle.</p>	<p>1 3 6</p>
<p>Creation of 1:1 support room for tuition.</p> <p>Purchase digital TV.</p>	<p>Through the use of iPads disadvantaged pupils demonstrate higher learning engagement and collaboration. This is evident in high and low attainment groups and results in more disadvantaged pupils reaching ARE and above at end of year 6.</p> <p>This S.C. is based on a 2013 study (where empirical data through lesson observation was triangulated with perception surveys and group interviews of both teachers and students. It was found that the use of iPad was associated with more learner engagement and collaboration. It also found that the P21C2 pioneers, particularly the low and high ability groups, performed better than their peers in the year-end examinations).</p>	<p>1 3 6</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be supported through RWI consultant program.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. SD delivering.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 3 6</p>

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

Budgeted cost: £28,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School currently lease two minibuses so that off-site visit costs are minimum.</p> <p>Increased participation in wider opportunities including off-site visits and afterschool clubs.</p>	<p>Highlighted by OFSTED cultural capital has greatest impact on pupils' long term.</p> <p>Bourdieu (1986) emphasised that cultural capital is intrinsically linked to economic and social capital. Access to economic and social capital allows greater access to cultural capital and he (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p> <p>Minibus will be used for all off-site visits and as a way of accessing shorter off-site visits to the local area: Art Galleries, Libraries, etc</p> <p>One of the minibuses will also be used as transport to and from school.</p> <p>Annually reviewed by SCM + KH to identify costs saved through own minibus. Termly for curriculum impact by subject leaders.</p>	<p>4 7</p>
<p>All school visits are subsidised but in 2019-2020 school introduced a two-tiered approach so that children who qualify for PP will have a further reduction.</p> <p>All pupils will access offsite visits - Specific funding used to reduce the cost of school trips for pupil premium.</p>	<p>As above</p> <p>Enriched curriculum opportunities.</p> <p>this is monitored and tracked through finance. Additionally, as Curriculum lead all visits go through a request process where they are evaluated to ensure they are fit for purpose and support curriculum development and cultural capital at Lanesfield.</p> <p>Termly reviewed and as part of budget monitoring in FGP. Offsite visits evaluated following visit for curriculum impact</p>	<p>4</p>
<p>Purchase a high-quality attendance support officer to carry out home visits, monitor patterns and work alongside the DHT to lower the number of Disadvantaged pupils who</p>	<p>Persistent absence is still a concern and the impact has not been significant with this role, Key change would focus the work on attendance and parental engagement.</p>	<p>7</p>

<p>are classed as persistent absentees.</p> <p>Increased attendance for the disadvantaged pupils. So that overall attendance at Lanesfield meets national expectations.</p>	<p>DHT, DM and attendance officer to work as a team with focussed monthly meeting to carry out first day absent calls, carry out home visits, prepare reports and identify patterns of absence that need local authority actions.</p> <p>See transport Minibus</p> <p>Half Termly reviews Termly report meeting focus on data around in school attendance. meeting</p> <p>Curriculum governor meeting</p>	
<p>To provide an additional drama club for both key stage 1 and 2 based around musical theatre.</p> <p>Increased participation in wider opportunities including off-site visits and afterschool clubs.</p>	<p>Highlighted by OFSTED cultural capital has greatest impact on pupils' long term.</p> <p>Bourdieu (1986) emphasised that cultural capital is intrinsically linked to economic and social capital. Access to economic and social capital allows greater access to cultural capital and he (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p> <p>The club has been running for the last 18 months and we have been very happy with the service and the level of delivery from staff.</p> <p>We have purchased again with the understanding the trainer will remain the same.</p> <p>HT attends all afterschool performances and uses pupil voice to gather feedback regarding the view from parents and pupils.</p> <p>Termly, following implementation of each 8-week club.</p>	4
<ul style="list-style-type: none"> • To purchase the wider learning 'Gold' package. • Year 4 Wise-up program • This is a whole class program for pupils to learn about keeping themselves safe, they learn about safe and positive relationships, who trusted adults are and how to discuss feelings and emotions. 	<p>EEF note the importance of developing 'Character', as a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. The Wider learning package creates opportunities for children to develop this</p>	4

<ul style="list-style-type: none"> • Year 4 Digital ambassadors • Initial one day training sessions for 12 pupils focussing on online safety, this is developed further through 2 further training days throughout the year. • Year 5 steps program • An intensive 2-day peer support and peer mentor programme for 12 pupils. It safely supports the pupils to support peers and develop roles and responsibilities. • Year 6 Xplore program • Xplore is a practical programme to develop activity leadership skills combined with an introduction to resilience, mentoring and mediation skills. Closely linked to PE agenda. This supports the training of our sports leaders. <p>Pupils have the opportunity to develop leadership skills through Curriculum enrichment opportunities.</p>	<p>skills and identify a 'job role' which relates to our vision where world of work is developed through the Lanesfield Curriculum.</p> <p>Termly meet with subject leader responsible.</p> <p>Termly, following implementation of each programme and as part of monitoring program to identify curriculum impact.</p>	
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<p>Where needed school will support pupils with uniform and P.E kit to ensure lessons are not missed. Use donated and lost property stock also.</p> <p>To ensure all children have the uniform and PE kit they need to feel belonging to Lanesfield</p>	<p>Parents who have received support have expressed how this has supported them to motivate pupils for school and it has had small gains in attendance also.</p> <p>Monitored by finance team which did result in a reduction as small pockets of parents used the support.</p> <p>Termly and during monitoring of budget.</p>	<p>4 7 8</p>
<p>To offer bespoke counselling support for pupils returning to school as and when needed.</p>	<p>Teachers and learning support work to identify children for support using the behaviour records, daily self-registration charts and specialist teacher support team to identify who requires this support.</p> <p>Prevention to exclude action has highlighted how successful this can be. Exclusion analysis has highlighted this as a key way of keeping pupils in school and preventing permanent exclusion.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4 6</p>

Total budgeted cost: £172,610

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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