

Windmill Primary School Pupil Premium Strategy Statement- Reviewed November 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Windmill Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr Mark Gibbons Headteacher
Pupil premium lead	Mrs Debbie Cambidge Acting Assistant Headteacher
Governor / Trustee lead	Mrs Alison Lamputt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,692.00
Recovery premium funding allocation this academic year	£26,245.00
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	£306,937.00

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Primary School we dream big.

Our mission statement is, 'to give children the best possible start to the rest of their lives'.

What do these words mean to children at Windmill Primary School? They mean that children learn more than just facts and subjects. They are taught *how to learn* so they can be adaptable and ready for the world that they will be part of. All stakeholders encourage children to be self-motivated, use initiative, be resilient, curious, imaginative, determined and above all else, be kind and respectful. We continuously strive to be a school which **IGNITES** foundational, personable skills that grow and flourish as children develop. We believe we are that school already but continue to use our school vision to navigate our decision making to ensure that at Windmill Primary School, we.

Include everyone
Guarantee opportunities
Nurture aspirations
Inspire each other
Try everything
Encourage independence

At Windmill, we believe all children should be encouraged to be ambitious and achieve their best. We believe in opportunity for all, and we are committed to ensuring that every child reaches their full potential academically, socially, and emotionally, ensuring they are ready to transition to secondary school and beyond. We recognise that PPG provision is central to our whole school approach. Our curriculum intent – focusing on recall, reading, a mastery approach and mental wellbeing – is woven throughout our pupil premium strategy as we know these are core to supporting our children.

We recognise that each child entitled to PPG is unique in their situation and has different needs; needs which are varied and complex across the school. With this in mind, we have built the capacity and expertise to enable us to provide a highly personalised programme of support so that each child can reach his/her full potential. Our overall aim in using PPG is to extend opportunity and to narrow the attainment gap between those entitled to this funding and their non-disadvantaged peers nationally.

Although it can be difficult to identify main presenting barriers for the group, we recognise that several of our disadvantaged children experience one or more of the following:

- Limited speech, language, and communication skills (on entry to the school, 40% of pupils were working at expected levels- September 2021)
- English as an Additional Language (EAL), which we have identified can reduce the potential for learning support at home.
- Limited breadth of enhancing life experiences and learning opportunities outside of school
- Attachment related needs and difficulties establishing and maintaining secure relationships with others

- Poverty in the home-setting, impacting on nutrition, sleep, health and wellbeing within the family, space, access to books and resources for learning
- Lower self-esteem or emotional wellbeing

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching
- Targeted Academic Support
- Wider approaches

Falling into these three categories, the range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Intervention Teacher to provide small group work focussing on overcoming gaps in learning.
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception when assessing language and communication skills on entry to school.
2	Assessments shows that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments and observations show that the education and well-being 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. This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations in reading, writing and maths.
4	Limited engagement from some families with high social and economic disadvantage.
5	Our attendance data over the last academic year (01/09/2020 – 16/07/2021) indicates that attendance among disadvantaged pupils has been between 4.8% lower than for non-disadvantaged pupils. 26% of disadvantaged pupils have been 'persistently absent' (below 90%) compared to 8.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 61 pupils (56 of whom are disadvantaged) currently require additional support with social and emotional needs, with 33 (29 of whom are disadvantaged) receiving small group interventions.
7	Assessments and observations show that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures and to a greater extent than for pupils who have SEND.
8	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	RWI assessments show that disadvantaged pupils are at the correct stage for their age. Phonics screening outcomes show there is no gap between non-disadvantaged and disadvantaged pupils.
Improved end of KS2 attainment for disadvantaged pupils.	KS2 reading, writing and maths outcomes 2024/ 2025 indicate the gap is closing between disadvantaged and non-disadvantaged pupils.
Families are well supported and challenged to ensure their children are well looked after and engaged with learning.	All families at risk of disengagement with school or identified as families in need are in regular contact with school and agencies to provide them with support. This is demonstrated by: <ul style="list-style-type: none"> • Qualitative data from families (including parent voice) • Observations provided by the Inclusion Team. • Significant increase in parental communication with teachers (class dojo, parent workshop and meeting attendance).
Problem behaviours across the school are reduced, including reducing the number of exclusions.	Number of C's given to children reduced in accordance with the school's behaviour policy. Exclusions are also reduced.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2023/25 demonstrated by: <ul style="list-style-type: none"> • The majority of disadvantaged pupils achieving an attendance of 96% or above. • Disadvantaged persistent absentees reduces.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024/ 25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • A reduction in bullying complaints. • A significant increase in participation in enrichment activities. • Positive behaviour choices from pupils following ELSA.
Children with SEND are identified early and given targeted support to make small steps of progress to meet individualised targets.	Assessments for core subjects show that children with SEND are making small steps of progress. This is demonstrated by:

	<ul style="list-style-type: none"> • Qualitative data from pupil voice • Observations of lessons and interventions • Teacher assessments
We guarantee that all children, regardless of their backgrounds, will access a range of deep and diverse experiences that not only enhance the curriculum but will support them to gain cultural capital and be successful in later life.	<p>All children access a wide range of guaranteed experiences such as:</p> <ul style="list-style-type: none"> • School trips • Visits • Music tuition • Experience days

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

Budgeted cost: £74,225 Pupil Premium.

Budgeted cost: £15,920 for resources from Recovery Premium.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced Inclusion teacher in based in Year 6 for English and Maths lessons to allow children to be taught in smaller class sizes for core subjects.	'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.' (EEF)	3
2 experienced and highly qualified HLTAs appointed to work in Year 6 to provide quality teaching to groups of children	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve	3

including those who need to make accelerated progress to achieve ARE.	teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ (EEF)	
Mastery approach followed in maths. Maths Mastery approach now adopted in Years R – 6. CPD given to all staff delivering the approach.	‘Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).’ (EEF)	3
Read Write Inc is delivered through homogeneous groups from Years R to 4 to build children’s accuracy, fluency and comprehension. CPD given to all school staff.	‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.’ (EEF)	1, 2, 3
Purchase of resources to support quality first teaching for example RWI portal, maths mastery and accelerated reader. Ongoing mentoring and coaching delivered by a dedicated member of staff for RWI phonics.	The best available evidence indicates that great teaching is the most important lever schools must improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)	1,2,3

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

Budgeted cost: £25,623 from Pupil Premium.

Budgeted cost: £950.00 from Recovery Premium for 5% of £19,000 for Academic Mentor. £2,000.00 from Recovery Premium for 25% of £8,000 for Tutoring costs.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced Inclusion teacher providing quality timely interventions to children in KS2, where a number of pupils have been identified as having gaps in their learning as a result of COVID 19.	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’ (EEF)	3

1:1 phonics interventions delivered daily by Cover Supervisors to children who need support to read and blend sounds in Years R to 6.	'Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions.' (EEF)	1, 2, 3
Daily small group interventions for children in Years R and 1 delivering NELI (Nuffield Early Language Intervention Programme) Speech and Language Specialist appointed to focus on earlier screening, from entry to nursery. (Stoke Speaks Out Model)	'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' (EEF)	1, 2
Daily class-based interventions to enhance quality first teaching opportunities for targeted pupil premium children.	Disadvantaged learners do not present with the same circumstances as non-disadvantaged learners therefore equality in the classroom does not allow disadvantaged learners to catch up with their peers. Developing equity by providing high standards, great teaching and individual support allows all children to achieve age related expectations. (RADY – Raising attainment of disadvantaged youngsters).	1,2,3,6.7
Engaging with the National Tutoring Programme to provide a blend of academic mentoring, tuition, 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

Wider strategies

Budgeted cost: £174,983 from Pupil Premium

Budgeted cost: £11,000 from Recovery Premium for Assistant SENDCO

Activity	Evidence that supports this approach	Challenge number(s) addressed
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2 members of staff trained to deliver ELSA interventions	'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.' (EEF)	6
1 member of inclusion staff to deliver coaching and mentoring to children during morning sessions.	'Every pupil should have a supportive relationship with a member of school staff.' (EEF)	4,5,6
Counsellor provides weekly counselling support to children identified as having additional social and emotional needs.	'A small number of studies have assessed the impact of specialised programmes for children with emotional or behavioural difficulties. On average, these programmes show a moderate positive impact on learning.' (EEF)	6, 7
Educational Psychologist provides quality support and guidance to school staff regarding mental health and behaviour concerns.	'For pupils with more challenging behaviour, the approach should be tailored to individual needs.' (EEF) Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.	6, 7
Increased participation in the arts through music ² the ⁴ whole class sessions and small group music tuition.	'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.' (EEF)	5, 6, 8
Daily breakfast club provision meaning children can come into school early, eat a healthy breakfast and have the opportunity to talk to a staff member as required.	'It appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious than what pupils would otherwise have, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour.' (EEF)	1,2,3,4,5,6,8
Provide all children with deep and diverse opportunities including trips and visits to local area attractions.	The DfE recognises the significant benefits that these opportunities offer children's educational development as well as their mental health and wellbeing. (DFE)	8
Support is provided for at risk families by the Welfare Team Leader	'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.' (EEF)	3,4,5,6
Termly Gold (100%), Silver (96%) and Bronze (95%) attendance awards.	'promote rewards and celebrate progress but continue to outline sanctions.' 'apply rewards and sanctions consistently.' Improving school attendance: support for schools and local authorities (DfE)	5
Motivation for Attendance System- multi-layered and focused on whole-class attendance.	'Positive impacts on attendance can be seen when rewards are part of a multi-component responsive approach to improving attendance (Clayton 2012) (EEF)	5
Daily phone calls to families to promote attendance.	'Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.' Improving school attendance: support for schools and local authorities (DfE)	5

Regular meetings with EWO and Deputy Headteacher to track attendance.	'Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).' Improving school attendance: support for schools and local authorities (DfE)	5
A trained member of staff (SENDCO) is given additional release time to support teachers to deliver quality first teaching, provide differentiated resources and assess against individualised targets.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals (EEF)	7
Use of the profile, predict, prevent strategy to provide disadvantaged pupils to received individualised support to prevent disengagement.	Understanding that all children do not have access to an 'emotional keyboard' means we cannot treat all children the same, Some disadvantaged children will need to be targeted to receive individualised support to prevent them from disengagement. (RADY)	6
Contingency fund for acute issues.	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.	All
Extended school time- including summer school	Research suggests that pupils can make an additional 2 months of progress per year from extended school time (EEF, 2019)	4 5, 6, 8

Total budgeted cost: £274,831

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 2020 to 2021 academic year.

A review of the intended outcomes, outlined at the beginning of the academic year 2021-2022.

Review Date November 2022.

Improved phonics attainment among disadvantaged pupils.

RWI assessments show that a high majority of pupils make good/better than expected progress. 98% of Year 1 pupils made expected or better than expected progress for the academic year 2021-2022.

Phonics screening outcomes show that our Year 1 pupils were scoring below national average- 69% pass rate compared to 75% nationally, down from 82% nationally in 2019, pre-Covid.

Giving the children the best possible start in Nursery and Reception will enable us to make the progress required for pupils to reach the Year 1 proficiency levels required to pass the PSC. Continued staff development and rigorous overview of teaching, learning and assessment will enable us to achieve this goal. This specifically looks like.

- Weekly practice sessions for staff to develop teaching fidelity to the SSPP.
- Weekly coaching delivered by Phonics Lead and Assistant Head- informed by data.
- Rigorous, accurate and timely assessment of pupil knowledge to inform grouping and planning.
- Homogenous grouping to teach to specific knowledge level.
- Additional Speed Sounds Sessions to support recall.
- Fast Track Tutoring Intervention for the lowest 20%.
- Parental links and resources sent home to support learning at home with the aim of recall.
- Children take home books matched to their phonic ability.

Improved end of KS2 attainment for disadvantaged pupils.

End of KS2 attainment improved for all pupils. PP children scored 1% below national average in writing and maths and above national averages in reading and GPS.

To close the gap between reading and writing we will continue with our belief and research-informed evidence that great readers make good writers. Therefore, continuous monitoring of progress and attainment with reading will continue and the following success criteria apply.

To enable us to maintain and improve end of KS2 attainment in **reading** we will.

- Practice evidence-based teaching pedagogy of reading- Mastery in Reading approach.
- Ensure the lowest 20% of pupils receive Fast Track Tutoring- Intervention targeted at improving phonic knowledge, comprehension, and overall reading fluency.
- Ensure a balance of reading for pleasure and reading for progress.

- Provide a wide range of high-quality texts for children to explore, broadening knowledge and exposure of cultures, genres, and experiences.
- Continue homogenous grouping for the lowest 20% in Year 3 and 4 to access the SSPP.
- Assigning competence to those significantly below in Year 4 by delivering pre-teaching.

To enable us to improve end of KS2 attainment in **writing and GPS** we will.

- Use setting to ensure the wide-range of needs is being catered for with specific teaching methods and styles, ability to do this includes having 5 qualified teachers teaching across the two-form year 6 cohort.
- Group sizes are small with high ratio of skilled adults.
- Writing is based on skill development not context and therefore objectives and success criteria is clear.
- Writing links are made to other areas of the curriculum to promote vocabulary usage and independent use of writing skills.
- Writing is celebrated through the school's rewards system.
- High- quality, evidence-informed practice and training is given priority.
- Assigning competence to those working just below expected in all year groups through pre-teaching sessions.
- Writing continues to be a whole-school improvement focus and adaptations to our teaching of writing will be research-informed.

To enable us to improve end of KS2 attainment in **Maths** we will.

- Roll out the Maths Mastery programme to all year groups.
- Deliver high-quality CPD to staff on Maths Mastery delivery.
- Appointment of an academic mentor to deliver support to groups of children in all year groups who are working just below ARE.
- Assigning competence to targeted children working just below ARE in year groups 2-6 through pre-teaching sessions.
- Learning with Parents is used as a home learning platform to promote and support children's and family's engagement with and enjoyment of Maths.
- The lowest 20% of pupils with significant gaps in their understanding of number, receive "same day" and "close the gap" interventions in Maths to consolidate understanding.
- Children working just below ARE, access "Ready to Progress" interventions. These sessions build fluency in understanding and application, whilst also promoting conceptual understanding, language & communication, and mathematical thinking.
- Regular whole class Maths Meetings are used to consolidate key areas of Maths. Pupils are practising concepts and skills on a regular basis, meaning they are continually building on their mastery of these concepts.

All of the above activities are reflected within the teaching activities and are supported as good practice taken from EEF's Menu of Approaches.

Other intended outcomes reviewed are, **families are well supported and challenged to ensure their children are well looked after and engaged with learning.** All families at risk of disengagement with school or identified as families in need are in regular contact with school and agencies to provide them with support. This is demonstrated by: Qualitative data from families, including parent voice, this is evidenced through Class Dojo communication being on the rise as learning links are shared using accessible platforms for families to support and engage with their child's learning at home e.g. Ruth Miskin Portal Links and Learning with Parents. This has shown a significant increase in parental communication with teachers. The Inclusion Team have regular SEND meetings and attendance and engagement with parents around SEND is improving. In addition to this families who are most vulnerable and are on the Safeguarding list, meet weekly with the inclusion team, to ensure engagement and cooperation, for the benefit of the child and wider community that surrounds them.

Problem behaviours across the school are reduced, including reducing the number of exclusions.

Number of C's given to children have reduced in accordance with the school's behaviour policy as evidenced through Class Dojo data collated weekly, and ScholarPack data shows that exclusions have also reduced. This is achieved through an emotionally intelligent approach to educating, combined with quality first teaching and a supportive Inclusion team that seek to have all children included in classroom-based activities.

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.

OFSTED inspection report (September 2022) shared we are doing everything we can to improve attendance and following their recommendations, attendance analysis now happens weekly, sub-groups are analysed, and intervention meetings are directed more instantly. 64 children (Nov 22) are now classed as persistent absentees. The patterns for absenteeism commonly involve, sickness, family engagement and an increasing trend in new EAL families showing trends of low attendance.

We will now seek to further understand more of the barriers around new EAL families entering the school to improve the attendance of these pupils.

To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.

OFSTED (Sept 2022) Supported that pupil voice demonstrates that pupils are happy and safe at school. Staff are proactive in addressing any issues pupils have and pupils know that they can seek support from staff and that staff will act. Safeguarding quick checks as part of a monitoring cycle, also support this. As a result, the number of bullying incidents is down. There has been a significant increase in pupil participation in enrichment activities, especially for disadvantaged pupils (SEND based Arthog DayS). The number of behaviour incidents (C's) from those pupils attending ELSA provision is down, showing that this is an effective strategy for developing pupil well-being. In addition to the above last year Telford and Wrekin funded a Mental Health Project led by the Assistant SENDCo, within this project 6, Year 6 pupils were BOXALL profiled from beginning to end, new targets were set, and a positive trend (increased rewards and less consequences) was apparent from delivering focus activities towards improving Mental Health.

We guarantee that all children, regardless of their backgrounds, will access a range of deep and diverse experiences that not only enhance the curriculum but will support them to gain cultural capital and be successful in later life.

All children access a wide range of guaranteed experiences such as:

- School trips
- Visits
- Music tuition
- Experience days

These schemas are then used to enhance and develop learning across the curriculum.

Therefore, moving forward to reviewing the overall three-year (2021-2024) provision that will help us to succeed with the above outcomes, we believe it is necessary to continue provision/activities in place that have been marked as green, stop provision that has been marked red and implement provision marked orange. The reason for each decision is to reach each one of the above intended outcomes as marked in the provision by challenge number.

In addition to this we are adding the additional intended outcome to reflect our increasing number of pupils with English as an Additional Language on roll, our intended outcome will be that.

Children with EAL will receive a pathway of provision, individualised by assessment, to ensure they are able to access the curriculum.

To be successful with the above we will be able to say that.

- Pupils with EAL are making good progress- assessments and teacher judgements.

- Pupil voice shows that they are happy and able to succeed.
- Families (family voice) feel valued and included.

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

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.