

## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	Rowner Junior School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	57% 41% - FSM(+E6) 18% - Service (+E6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	Three year strategy: September 2019 Current academic year published: September 2021
Date on which it will be reviewed	Current academic year strategy reviewed: July 2022 Three year strategy reviewed: July 2022
Statement authorised by	Kerry Payne, Executive HT with responsibility for Inclusion
Pupil premium lead	Kerry Sharpe
Governor / Trustee lead	Chris Donovan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,240
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,000

## Part A: Pupil premium strategy plan

### Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils that experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

## Challenges

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

Challenge number	Detail of challenge
Tier 1 (teaching)	1. Our assessments indicate that some pupils do not make enough progress from their on entry starting points from Key Stage 1
	2. Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has 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 further behind age-related expectations.
	3. Enabling all disadvantaged learners to receive quality first teaching, in all learning environments
	4. Whilst there are small pockets of disadvantaged students outperforming non disadvantaged students the gaps still remain with English and Maths and against national data
Tier 2 (targeted academic support)	5. Some pupils do not have gaps in their learning identified early enough, therefore the gap can widen.
	6. Some pupils who have SEND and are in receipt of Pupil Premium do not make sufficient progress to meet age related expectation
	7. Some pupils have limited language and communication skills, which impacts on the progress they make
Tier 3 (wider strategies)	8. Poor attendance adversely affects the progress and attainment of some pupils.
	9. The impact of socio economic disadvantage alongside the impact of Covid-19 is having a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning) <i>(during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health)</i>

## 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
Tier 1:	'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.	<ul style="list-style-type: none"> <li>- High quality Professional learning that impacts directly on quality of teaching</li> <li>- Teaching will be at least good or better, reflecting all of the teaching standards.</li> <li>- Gaps in learning will be identified early, ensuring early intervention.</li> <li>- Assessments will ensure that all pupils are challenged and supported.</li> <li>- % of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes.</li> <li>- Pupils will make at least expected progress against their on entry starting points.</li> </ul>
	Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with KS1 data	<ul style="list-style-type: none"> <li>- End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing &amp; Mathematics (R, W &amp;M)</li> <li>- End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W &amp; M based upon their KS1 data</li> </ul>
	Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average	<ul style="list-style-type: none"> <li>- End of KS2 results will show that more disadvantaged pupils are Age Related Expectations across all three subjects (combined)</li> <li>- End of KS2 results will show that our pupils are at least in line with national average for ARE across all three subjects (combined) and</li> </ul>
	The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium	<ul style="list-style-type: none"> <li>- Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</li> </ul>

		<ul style="list-style-type: none"> <li>- Children will make at least good progress</li> <li>- A rich curriculum offer will ensure that children are prepared for their next steps in learning.</li> <li>- The effective use of technology will be used to personalise learning and provide a blended offer where appropriate</li> </ul>
Tier 2: Priority 1	To support and improve outcomes for learners with SEND and/or SEMH needs.	<ul style="list-style-type: none"> <li>- As a consequence of targeted, personalised interventions, SEND /SEMHpupils will make small steps progress from their starting points, both in academic and social and emotional development. This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing)</li> <li>- Effective deployment of staff to support these pupils, including the use of ELSA, inclusion Lead etc.</li> </ul>
	To diminish the difference between disadvantaged and non-disadvantaged pupils who have been impacted by Covid-19.	<ul style="list-style-type: none"> <li>- Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</li> <li>- Children will make at least good progress</li> <li>- Improve progress and attainment in core subjects where gaps have grown or developed during lockdown</li> <li>- Increase IT and DT curriculum opportunities where these have been missed during lockdown</li> </ul>
Tier 3: Priority 2	To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g. during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health,</i>	<ul style="list-style-type: none"> <li>- Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</li> </ul>
	For attendance to be at a minimum of 96% and for the percentage of persistent non-attendees to be reduced.	<ul style="list-style-type: none"> <li>- Higher rates of attendance for all pupils, but in particular those in receipt of PP.</li> <li>- At the end of year, school attendance figures will be 96% or higher.</li> <li>- The percentage of persistent non-attendees to be less than 17.3% (end of academic year 2020-21)</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching.</p>	<p>Whole school/ Trust level PL delivered to support staffs understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p> <p><a href="#">EEF publishes new guidance on professional development   EEF</a></p> <p>ImpactEd research findings paper - <a href="https://impacted.org.uk/impactinpractice">https://impacted.org.uk/impactinpractice</a></p> <p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all ) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	<p>Tier 1 challenge 1 &amp; 2</p> <p>Tier 2 challenge 3 &amp; 4</p>

<p>Purchase of Bedrock, Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps</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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>NFER building block 4 (meeting individual learning needs) state that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 1 challenge 1 and 2.  Tier 2 challenge 2  Tier 2 challenge 5  Tier 3 challenge 3</p>
<p>Purchase and implementation of Let's Think English programme.</p>	<p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,  <a href="https://www.letsthinkinenglish.org/evidence-of-success/adev/">https://www.letsthinkinenglish.org/evidence-of-success/adev/</a>  <a href="https://www.letsthinkinenglish.org/wp-content/uploads/2012/06/TheEffectsofCognitiveAcceleration.pdf">https://www.letsthinkinenglish.org/wp-content/uploads/2012/06/TheEffectsofCognitiveAcceleration.pdf</a></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to the long term memory as well as develops their own independent learning skills, thereby reducing reliance on adults. (<i>Addressing educational disadvantage 2021</i>)</p>	<p>Tier 1 challenge 1 &amp; 2  Tier 2 challenge 5</p>

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

Budgeted cost: £ 59,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Bedrock, Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps</p>	<p>The EEF guide to pupil premium, states that the key ingredient to a successful school is effective teaching and should therefore be priority when spending PP funding.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 1 challenge 2, Tier 2 challenge 3 Tier 2 challenge 4 Tier 2 challenge 5</p>
<p>Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being):</p> <ul style="list-style-type: none"> <li>- Targeted phonics sessions;</li> <li>- Targeted SEMH/well-being sessions;</li> <li>- Service well-being check ins;</li> <li>- Targeted support for maths, spelling, reading</li> </ul>	<p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high quality teaching for all) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Phonics / toolkit strand / EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 3 challenge 7 Tier 1 challenge 2</p>
<p>Use of recovery premium - LEGO Trainer to lead STEM and IT sessions across targeted year year groups to allow class teachers to</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition. .</p>	<p>Tier 1 challenge 2 Tier 2 challenge 2</p>

address gaps in pupils learning in the core subjects	Small group intervention: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	Tier 2 challenge 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ImpactEd tool - diagnostic tools	Reports and feedback to support barriers to learning linked to wellbeing and mental health. Assessment completed termly to identify where additional targeted support can be offered. Tracking and monitoring of focus groups across the school and MAT. <a href="https://impacted.org.uk/lockdownlessons">https://impacted.org.uk/lockdownlessons</a>	Tier 3 challenge 3
Targeted sessions to address well-being identified gaps: <ul style="list-style-type: none"> <li>- Targeted SEMH/well-being sessions with our pastoral team ;</li> <li>- Service well-being check ins;</li> <li>- Lego Therapy sessions</li> <li>- Parent workshops (anxiety)</li> <li>-</li> </ul>	The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed. <a href="https://impacted.org.uk/lockdownlessons">https://impacted.org.uk/lockdownlessons</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  Service Pupil Premium, examples of best practice published by the MOD identifies that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.	Tier 3 challenge 7 Tier 1 challenge 2
Embedding principles of good practice set out in the DfE's 'Improving School attendance' advice. This will involve working across the MAT to implement new procedures	Attendance forum minutes, policies. Data linked to attendance figures at school, Primary phase and Trust level. Reduction of persistent absentees. NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.	Tier 3 challenge 1

<p>and protocols to improve attendance at school and across the Trust.</p> <ul style="list-style-type: none"> <li>- Trust wide protocols on attendance that is underpinned by high expectations</li> <li>- Attendance is regularly tracked, monitored and reported upon identifying trends and patterns for identified pupils.</li> <li>- All staff being aware of their responsibility towards improving attendance e.g. raising with parents concerns, monitoring persistent absentees and informing the appropriate persons</li> <li>- Intervention targeted and personalised to family circumstances and monitored.</li> </ul>	<p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <ul style="list-style-type: none"> <li>-Dance Live participation</li> <li>- residentials</li> <li>- visits/ visitors</li> </ul>	<p>Relates to Ofsted framework:</p> <p><i>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</i></p> <p><i>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i></p>	<p>Tier 3 challenge 9</p>

- Opportunities to attend after school and holiday clubs		
Resources to support Intervention - contingency fund	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

**Total budgeted cost: £ 153,388**

## 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.

*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 2020 to 2021 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?*

**Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact however this impact has been limited by COVID-19 related interruptions. The significance of the COVID impact is hard to quantify. We attempted to mitigate the impact of COVID by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by a sound' keeping connected strategy'. An online, live curriculum, enabled a focus on the core subjects being taught with humanities being self directed. Extra curricular e.g. sports enabled learners to stay fit ,active and supported their well-being. This was further enhanced by the online club offer that was provided for pupils by their peers.**

**Tier 1 (teaching)**

- As a result of teacher knowledge of pupils, careful use of diagnostic tools and both the online and wider community provision provided throughout the pandemic, analysis of the end of year ImpactEd data showed:
  - Meta-cognition significantly increased (+3.3%) for all pupils, with our pupils in receipt of PP (+1.2%) making **more progress** than non-PP pupil (-1.2%)s.
  - Covid-19 index scores increased for all pupils by +1.75%, those in receipt of PP by 1.3% and for those not in receipt of PP by 1.65%. Meaning that factors such as learning resilience and motivation improved over the year.
- As a result of the following MAT Professional Learning sessions led by the Pupil Premium team:
  - Understanding of the impact of deprivation and awareness of need and strategies for support
  - The 'Inclusive classroom'
  - Supporting the disadvantaged learner
- Teachers were able to apply this pedagogical knowledge to plan well structured learning journeys that 'Aim high for all' and with access strategies to ensure that all pupils are able to access the learning (evidenced by learning walks and book monitoring)
- Teacher assessments across the year, indicated that the percentage of disadvantaged pupils who achieved ARE increased in all three subjects. Across the majority of year groups, the rate of progress made by disadvantaged pupils to achieve ARE, outperformed non-disadvantaged pupils.
- As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).

## Tier 2 (Targeted support)

- As a result of teacher knowledge of pupils, careful use of diagnostic tools and strategies that supported, but did not limit learning (Access for all) pupils with SEND learning journeys demonstrated incremental progress. Disadvantaged pupils that were part of a phonics intervention all made progress from their baseline assessments.
- As a result of targeted support based upon gaps in learning identified by Renaissance diagnostic assessments, reading ages increased, on average, by:

	Average reading age increase	Average reading age at the start of the academic year 2020-21	Average reading age at the end of the academic year 2020-21
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Year 3	11 months	6years 6 months	7 years 5 months
Year 4	11 months	8 years 5 months	9 years 4 months
Year 5	12 months	8years 5 months	9 years 5 months
Year 6	1 year 5 months	9years 1 month	10 years 6 months

This meant that more pupils across the school were reading at a level appropriate for their chronological age, thereby ensuring that reading was not a limiting factor to them accessing the curriculum.

- As a result of targeted supports based upon gaps in learning highlighted by Renaissance diagnostic assessments, maths standardised scores increased, on average, by:

	Average increase of standardised scores	Average standardised scores at the start of the academic year 2020-21	Average standardised scores at the end of the academic year 2020-21
Year 3	+13	87	100
Year 4	+8	94	102
Year 5	+11	91	102
Year 6	+15	94	109

Meaning that more pupils across the school were working within the 'expected' standardised scores for their age.

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### Tier 3 (Wider strategies)

- As a result of robust systems to challenge non-attendance at Rowner Junior School, attendance across the year was consistently above the national averages with a diminishing gap between disadvantaged and non-disadvantaged attendance figures in the academic year 2020-21, however we are also aware that this was in part due to the impact of COVID-19 on both groups across the school. To this end, attendance continues to be a focus on our current plan, with a specific focus in 2021-22 on decreasing the number of persistent absentees.
- Our assessments and observations indicated that pupil learning behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. As a result of our actions, there were improvements in pupils' well-being scores across the year, however these would not be deemed significant (*+1.5% over the year. Improvements 3% or above would be considered significant*). It is important to note that these figures were reflected nationally in ImpactEd's research. Whilst ImpactEd analysis indicated that transition years experienced higher anxiety levels, we found that our year 6 pupil anxiety levels decreased across the year due to targeted support and the transition programme that was implemented. However, anxiety levels in pupils, particularly females, increased, but this was also reflected in the national data/analysis. This is why we have decided to continue with this action on the plan as the impact of COVID-19 continues to be felt by our community and nationwide.
- Our exclusion data for academic year 2020-21, was higher for our disadvantaged pupils than our non-disadvantaged pupils: Disadvantaged: 14 sessions / 7 days  
Non-disadvantaged: 9 sessions / 4.5 days. However

## 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
NA	NA

## Service pupil premium funding (optional)

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

Measure	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> <li>• SEMH/well-being sessions with our pastoral team ;</li> <li>• Service well-being check ins via the GFM ELSA/trauma informed practitioner</li> <li>• Parents are signposted to external services, dependent on need.</li> <li>• Service pupils created 'Nautical News' a newsletter for their deployed parents as well as the wider school community where they shared key information and news pertinent to the,</li> </ul>
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"> <li>• Regular monitoring of attendance. .</li> <li>• Families can request support for the Service Children &amp; Families Lead.</li> </ul>
Impact	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> <li>• As a result of the actions undertaken to support Service pupils and their mental wellbeing, 83% of the pupils felt that the opportunities to work with adults within school had a positive impact on their emotional well-being. Where pupils did not feel it had a positive impact, this was because personal circumstances at home had altered considerably and pupils were dealing with new and challenging emotions that needed addressing and support in a different way.</li> <li>• For those Service pupils who were transitioning to secondary school, 97% of those pupils felt that support from the school had ensured that they were prepared for the next step in their education.</li> </ul>
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"> <li>• As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium (Service pupil premium) are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).</li> <li>• End of year teacher assessment for the Year 6 pupils indicates that service pupils outperform non-service pupils at ARE, as well as outperforming them in GDS in reading and maths.</li> </ul>

	<ul style="list-style-type: none"><li>● As a result of cross phase work and more accurate diagnostic assessments of gaps in learning, there has been an Increase in percentage of service pupils achieving ARE in combined for R,W,M (83% in autumn term to 91% at the end of the summer term).</li><li>● As a result of robust systems to challenge non attendance, service pupil attendance was consistently above the national averages.</li></ul>
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## Further information (optional)

NA