

Pupil premium strategy statement 2022/2023

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	Howletch Lane Primary School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	32.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Melissa Armstrong Helen Beattie Amanda Walker (SBM)
Pupil premium lead	Melissa Armstrong
Governor / Trustee lead	Karen Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163 785
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£163 785

Part A: Pupil premium strategy plan

Statement of intent

At Howlatch Lane Primary we are committed to ensuring that our Pupil Premium Grant provides our disadvantaged pupils with the highest quality of education enabling them to flourish, achieve highly and become socially responsible citizens of the future.

When making decisions about how we use our Pupil Premium funding it is important that we consider the context of our school and the subsequent challenges faced. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The challenges facing disadvantaged learners vary greatly. Common barriers to learning for disadvantaged children include:

- Weak language and communication skills
- Less or limited support from home
- Poor attendance and punctuality
- Increased behaviour difficulties
- Complex family situations

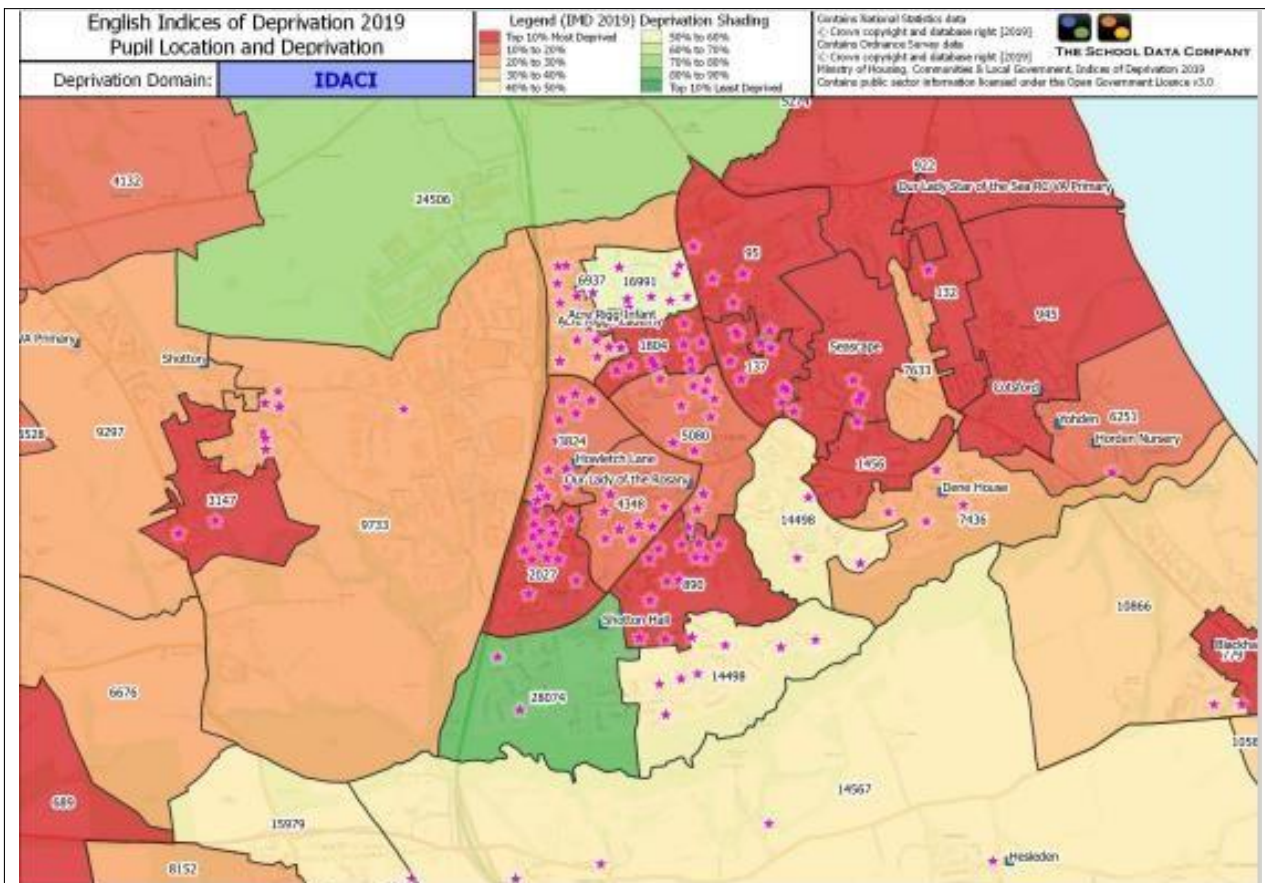
School Context

Howlatch Lane Primary is a larger than average primary school located in Peterlee, County Durham. Peterlee can be found in North East England located between Sunderland, Hartlepool and Durham. Built in 1948, under the New Towns Act 1946, it was built to provide modern housing and amenities for the mining and rural communities of East Durham.

The PAN for reception to year 6 is 57 with an additional 78 places in our 3-year-old nursery provision. Due to a fall in the birth rate and demographic changes there has been a decline in pupil numbers entering the school in recent years, this currently affects reception to year 3. The school also has a 12 place Enhanced Mainstream Provision for pupils with physical disabilities.

Since 2015 there has been a significant increase in the level of deprivation. The latest report indicated 67% of our pupils live within the highest 10% of deprivation in the UK. This is an increase of 25% since 2015.

The map below displays the 'Lower Super Output Areas' (LSOAs) which surround Howlatch Lane Primary. LSOAs are small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. There are 32,844 Lower-layer Super Output Areas (LSOAs) in England.



These areas are colour coded according to which decile they belong to. Decile 1 being the most deprived and decile 10 the least deprived. The pink stars indicate where the school’s pupils live. It can be seen from the distribution that the areas immediately surrounding the school where the majority of our pupils live are in the most deprived areas of the country. In 2019 67% of our pupils lived in decile 1 and 30% in decile 2.

The LSOA in which the school is located is ranked 2451st out of 32, 844 meaning only 5% of areas in England have a higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

Objectives

It is important to recognise that not all disadvantaged learners will be registered to receive the Pupil Premium Grant and not all children who receive free school meals are socially disadvantaged. However, at Howletch Lane we ensure that all pupils who are identified as vulnerable or disadvantaged are provided with the experiences and opportunities to enable them to achieve their full potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our objective is for the non-disadvantaged pupils’ attainment to be sustained and improved alongside that of their disadvantaged peers.

All teaching staff are involved in the analysis of data and identification of pupils, so they are fully aware of the areas of strength and areas for development across the school.

We work together to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within internal school data and nationally.
- For all disadvantaged pupils in school to reach and exceed age related expectations at the end of year 6 and ultimately achieve their GCSE's in English and Maths.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Experience a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all vulnerable pupils are identified and appropriate provision is provided. For example, children with social care involvement or identified as a young carer but may not qualify for pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills. In early years our pupils enter with below age-related expectations in communication and language This means they need to make more progress than their peers to catch up. Ongoing assessments and observations throughschool to year 6 also indicate below expected levels of language and vocabulary skills.
2	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (78.6% of disadvantaged pupils met the expected standard in phonics in 2019, which dropped to 76.9% in 2020). This slows their progress in all curriculum areas that demand effective reading strategies.
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.

4	PP pupils across KS2 do not make the expected progress across KS2 in core subjects.
5	Outcomes for PP pupils at the end of year 6 in reading have been consistently lower the national despite in school intervention.
6	Poor attendance and punctuality. Low attendance rates and poor punctuality impacts on pupils' ability to access learning.
7	Increased behaviour difficulties Across all phases, there is an increase in behavioural incidents and children finding difficulty adapting to daily routines and managing their emotions.
8	Complex family situations and social care involvement Often these pupils lack resilience and struggle to maintain focus on academic activities.
9	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.
10	Social deprivation lowers the opportunities the children have out of school to attend clubs and activities.
11	Less engagement in home reading by adults and limits opportunities to support and value reading.
12	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.

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>1. Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. They receive communication and language skills intervention them to acquire language and vocabulary skills at an age appropriate level.</p> <p>Increased focus on vocabulary throughout school through further embedding of vocabulary homework and a focus on vocabulary within lessons.</p>	<p>GLD will be above 70%</p> <p>Vocabulary is evident within classrooms Vocabulary monitoring in KS2 shows improvement</p>
<p>2. Y1 phonics screening results and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.</p>	<p>% of PP pupil meeting the expected standard in phonics improves from 2021.</p>
<p>3. Improve the quality of teaching and learning by the end of 2024.</p>	<p>Increased proportions of pupils will reach ARE in English and Maths across the school and increased proportions working at greater depth.</p>
<p>4. The gap is diminished in end of key stage assessments in reading, writing and maths for pupils in all key stages.</p>	<p>Increased rates of progress for PP pupils in reading, writing and maths in KS2.</p>
<p>5. To diminish the difference between PP pupils and non-PP pupils in all areas in these year groups.</p>	<p>End of year tracking shows the gap has closed between PP and non PP in these year groups. End of year tracking is more positive than in 2021 and 2022.</p>
<p>6. Improved attendance and punctuality, reducing the number of persistent absentees.</p>	<p>Attendance of all learners is at or greater than national (93.5% in 2022)</p> <p>% of pupils identified as Persistent Absentees is below 15%.</p> <p>The difference in attendance for PP and non PP children diminishes.</p>
<p>7. Reduced incidences of poor behaviour across school.</p>	<p>Behaviour reports demonstrate a reduction of behavioural incidents across each key stage. All staff follow the processes and procedures</p>

	outlined in the new behavior policy based on the Paul Dix approach, 'When the adults change, everything changes'.
8. Improve emotional resilience for those experiencing complex family situations and social care involvement.	Access to mental health and emotional wellbeing support services leads to higher levels of emotional resilience and emotional wellbeing.
9. Pupils eligible for PP access a wide curriculum with hands on experiences and trips at a significantly reduced cost to ensure they have the same first-hand experiences as their peers.	100% of children go on at least one external visit over the course of an academic year. All children in KS2 receive specialist music tuition.
10. Provide after school clubs which target PP pupils to enrich wider opportunities.	Attendance at clubs is 60% PP children.
11. Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	Parental feedback in reading is improved. Monitoring of reading records shows more regular reading of PP pupils. By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2022.
12. To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils. Improve emotional resilience for all pupils through use of TA support and intervention.	High levels of wellbeing demonstrated through pupil voice, surveys and teacher feedback. A significant reduction in behaviour incidents. An increase in participation in enrichment activities. Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. This will include reference to recent staff training on resilience strategies to use in the classroom.

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: £ 81 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the teaching of vocabulary is in line with DfE and EEF guidance.</p> <p>English lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Early years lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching in EYFS.</p> <p>Purchase of resources to support the development of communication and language and vocabulary.</p>	<p>EEF guidance on preparing for literacy, improving communication, language and literacy in the early years, specific interest in the prioritizing the development of communication and language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1669897947</p> <p>EEF guidance on supporting oral language development. The approaches yield very high impact for very low cost based on extensive research. Impact of 6+ progress months when implemented effectively.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf?v=1670007495</p>	<p>1</p>

<p>Ensure our teaching of reading and writing is in line with DfE and EEF guidance.</p> <p>English lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Purchase of resources to support teaching of reading across KS2.</p>	<p>EEF guidance of improving literacy, specific interest in teaching writing composition strategies through modelling and supported practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>EEF guidance for effective reading comprehension strategies. The approaches are woven into KS1 and KS2 daily lessons. Impact of 6+ months progress when implemented effectively.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,3,4,5,</p>
<p>Ensure our teaching of mathematics is in line with DfE and EEF guidance.</p> <p>Mathematics lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Purchase of resources to support teaching of mathematics across school.</p>	<p>EEF guidance of improving mathematics through developing practitioner understanding of how young children learn mathematics, dedicated integrated mathematics time throughout the day, use of manipulatives, teaching which builds upon prior knowledge and use of high quality intervention.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1671359616</p> <p>EEF Guidance on use of assessment to build upon prior knowledge, use of manipulatives and representations, teaching strategies to solve problems, enabling pupils to develop a rich network of mathematical knowledge, developing pupil independence and motivation, using tasks and challenges to support pupils' mathematics, using structured intervention to provide additional support and ensuring effective transition between KS2 and KS3.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1671359793</p>	<p>3,4,5</p>

<p>Ensure ongoing development of the foundation subject curriculum. All teachers receive high quality CPD for their curriculum areas.</p>	<p>The EEF recommends that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics Programme through fidelity to Little Wandle Letters and Sounds Revised Phonics Scheme) Purchase more reading books linked directly to the LWLSR phonics scheme. Ongoing programme of training for staff including the reading leader to ensure delivery of high quality phonics for all learners. All children in EYFS and KS1 read 3 times each week and follow a set sequence; fluency, prosody and comprehension. Invest in the school library to ensure high quality texts are available for all pupils. Invest in reading books as rewards particularly for the disadvantaged pupils.</p>	<p>Based on EEF research and evidence Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The more children have access to a wide range of books the more vocabulary children are exposed to. Research shows that phonics is the main approach to teaching reading. Little Wandle Letters and Sounds Revised Scheme places a great emphasis on comprehension. The EEF toolkit suggests that reading comprehension strategies can have very high impact for very low cost based on extensive evidence (+6months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	<p>1, 2, 5</p>

<p>Staff CPD on approaches to develop metacognition and self-regulation strategies.</p>	<p>EEF research on metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as ‘learning to learn’; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>The EEF toolkit suggests that this approach has very high impact for very low cost based on extensive research and can yield 7+ months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3,4,5,7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40, 942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of TT Rock Stars for KS1 and KS2 to support the learning of multiplication and division facts.	<p>TT Rock stars motivates and develops confidence in children to learn their times table facts. Recognised by The Queens Awards for Enterprise Innovation it successfully gamifies times tables in order to equip young people with secure numeracy and arithmetic skills and engender a confidence in maths that transfers from basic times tables recall to wider maths.</p> <p>http://mathscircle.com/</p>	3,4,5
Purchase of Reading Plus to support pupils in Year 6	<p>Following a drop in achievement for Year pupils in 2019 Reading Plus was purchase for Year 6 to improve fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Despite school disruptions there was a clear improvement in reading during academic year 19/20. This programme will continue to be supported for Year 6 pupils.</p> <p>https://www.readingplus.com/success-stories/</p>	4,5,11
Purchase of Letterjoin to improve handwriting skills across school.	<p>It is important for children to develop fluency in handwriting and for these skills to become automated. If children have to spend time focusing on the accuracy of their transcription they are less able to concentrate on the content.</p> <p>EEF guidance of improving literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1, 5

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

Budgeted cost: £ 40 943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time provided for in school 'Connecting with Children' counsellors to support pupils with emotional and bereavement support</p> <p>School counsellor employed to work with pupils identified as needing</p>	<p>It is important for schools to provide mental health and wellbeing support for all identified pupils.</p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improved pupil emotional health and wellbeing which can help readiness to learn.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	3, 4, 6
<p>Employment of Attendance officer 1 day per week to work with families to improve attendance and punctuality.</p>	<p>Embedding principles of good practice set put in the DfE's 'Improving School Attendance' advice</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6
<p>Employment of Parent Support Advisor through cluster schools.</p>	<p>Parent support advisers work with schools, pupils and families to help resolve issues they may be having at home. These may not always be school related but often problems within the family home can impact of the emotional well-being of the child as well as their ability to learn. A PSA can therefore support parents through their difficulties resulting in a positive outcome for all.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p>https://www.waterford.org/education/how-parent-</p>	7,8,12

	involvement-leads-to-student-success/	
<p>Release time for behaviour lead to monitor and embed key recommendations of guidance report, access quality CPD to enhance behavioural approaches across the school.</p> <p>Ongoing CPD for staff.</p> <p>Access to Durham County behavior support team for children with SEMH/behavioural needs.</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>Incentives, rewards and positive reinforcement are identified as a key contributor to pupil progress, engagement and attendance.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	7

<p>To provide opportunities for all children to experience the wider aspects of school life, including:</p> <ul style="list-style-type: none"> - High quality music teaching. - Opportunity to learn a musical instrument - After school sporting clubs - Visitors to school linked to key curriculum areas. - Excursions to broaden the experiences of our children. 	<p>Not all children are able to experience the same opportunities outside of school as their peers. It is therefore important that our curriculum is enriched with experiences to add context to their learning, broaden their knowledge and enrich their vocabulary. These opportunities and experiences also motivate children to learn and develop their aspirations for later life.</p> <p>Focus on OPAL opportunities for disadvantaged children, to support independence, problem-solving, teamwork and self-confidence, using hands-on outdoor learning.</p> <p>High performing schools subsidise trips and extracurricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)</p> <p>https://www.gov.uk/government/publications/extended-services-in-practice-summary-of-evaluation-evidence-for-headteachers</p>	<p>9,10</p>
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<p>To provide all children with the opportunity to access Commando Joe's programme to teach resilience and team work</p>	<p>Commando Joe's is an established, evidence-based, government supported RESPECT programme. It enables young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their education attainment and engagement.</p> <p>https://commandojoes.co.uk/impact-research/</p>	<p>7,8,9,10,12</p>
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Total budgeted cost: £ 163 785

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 2021/22 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, EYFS GLD performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Teaching

Analysis of EYFS attainment data indicates that disadvantaged pupils performed better than disadvantaged pupils nationally. However, there was a gap between disadvantaged and non-disadvantaged at a school level. Teaching Data from tests and assessments suggest that in key stage 1, that disadvantaged pupils were below disadvantaged pupils nationally. The outcomes for children in key stage 1 have been significantly disrupted by the pandemic and year 2 was their first full, uninterrupted year of education. There was a need to revisit the gaps they had missed during the pandemic in reception and year 1. 2022 outcomes at key stage 1 indicated that disadvantaged pupils were not in line with disadvantaged pupils nationally. The outcomes for children in key stage 1 have been significantly disrupted by the pandemic and year 2 was their first full, uninterrupted year of education. There was a need to revisit the gaps they had missed during the pandemic in reception and year 1. Key stage 2 outcomes for disadvantaged pupils were just under disadvantaged nationally in all areas. The gap between disadvantaged and other does show significant areas of difference, however once again the pupils within this cohort have experience two years of disruptive learning due to the pandemic.

During pupil progress meetings, teachers used their data to look at pupil groups, including pupil premium and SEND to identify barriers and plan for how they would address any gaps in learning for those particular pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial school closure.

Wider Strategies

Attendance outcomes

Absence among disadvantaged pupils was 3.5% higher than their peers in 2021/22 and persistent absence 17.8% higher. We recognise this gap is too large which is why raising the attendance and punctuality of our disadvantaged pupils is a focus of our current plan.

Our assessments and observations indicated that pupil 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. In particular, we have found the support offered by our school counsellor, Connecting with Children counsellors and bereavement support particularly effective for individual pupils and will continue this as part of this plan.

Mental health support continues to be a vital intervention for all our pupils and families. The following figures reflect the numbers of disadvantaged pupils and families that accessed the counsellor or Connecting with Children support in school in the last academic year: 34 children attended one to one therapeutic support in the academic year 2021 - 2022. 15 children were receiving PP or 44%.

Parents have made good use of the parent support advisor and this continues to be an important point of contact for all families, but particularly our most vulnerable.

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
Reading Plus	Reading Solutions
Times Table Rock Stars	Maths Circle Ltd

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?	

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.