Swanwick Primary School

**Pupil Premium Strategy Statement**

**2023/2024**

***“Together We Achieve”***



# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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

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| Detail | Data |
| School name | Swanwick Primary School |
| Number of pupils in school | 387 |
| Proportion (%) of pupil premium eligible pupils | 19.6% (72 children plus 4 service premium children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Jo Jilavu |
| Pupil premium lead | Mel Walton |
| Governor / Trustee lead | Wayne Allsopp |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £126,135 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | **£126,135** |

# Part A: Pupil premium strategy plan

## Statement of intent

At Swanwick Primary School, it is our aim that all pupils, irrespective of their background or the challenges they face, THRIVE, make good progress and achieve their potential. The intention of our pupil premium strategy is to outline the support that disadvantaged pupils receive in order to fulfil our aims as a school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are young carers and those who are children of parents serving, or who have served, in the armed forces. The strategy outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. We are aware that quality first teaching is one of the most effective approaches in closing the attainment gap between disadvantaged pupils and their peers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress of their disadvantaged peers.

At Swanwick, we know our children well and we are therefore able to make focused decisions around the best support to meet the needs of all our pupils including those who are disadvantaged. We achieve this by:

* ensuring disadvantaged pupils are suitably challenged in their work
* intervening early when additional needs are identified
* adopting a whole school approach to maintaining high standards and expectations for all pupils and fostering a ‘can do’ attitude within our learners
* working holistically to support the needs of the family through Early Help and pastoral support systems

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Speech, Language and Communication skills**   * A large proportion of disadvantaged children require support to develop their speech, language and communication skills. * Speech and Language Link assessments help us to identify difficulties early and plan for early support. This impacts pupils’ ability to understand and follow instructions, processing spoken language and further impacts on their access to the wider curriculum and social opportunities |
| 2 | **Reading**   * From our records in school and after discussions with pupils and parents we were aware that pupils do not have the opportunity and consistent support at home to read widely and frequently. * Reading skills and outcomes such as fluency and comprehension and performance in phonics screening checks were poor. |
| 3 | **Maths**   * Difficulty with the language of reasoning and being able to apply learning to problem solve multi step problems * Times table knowledge and fundamental number knowledge not at age related expectations * Pupils find it difficult to transfer their mathematical fluency in number operations to reasoning questions * Class teachers need a wider range of practical equipment to support the teaching and learning of Maths |
| 4 | **Writing**   * Lack of understanding of how to apply skills to the context of writing genres and structuring a written response * Limited knowledge and/or application of skills needed in writing * Poor opportunities to access experiences which limits their cultural capital and wider life experiences and knowledge to draw on during creative writing tasks |
| 5 | **Attendance**   * Persistent lateness means that children don't get a settled start to the morning, missing important input * Persistent absenteeism causes gaps in learning and levels of resilience * Both of these issues impact children's mental health, wellbeing, confidence and self-esteem |
| 6 | **Confidence and emotional resilience and levels of regulation**   * Lack of emotional resilience to: try new things, make mistakes, resolve conflict, concentrate, build and maintain positive relationships, have a growth mind set * Unable to regulate their own emotions or recognise the emotions of others resulting in frequent dysregulation and disruption to learning * Skills in working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds are lower |
| 7 | **Health and Wellbeing**   * Physical development on entry has been consistently below ARE which means that they chn not met their developmental milestones * EYFS pupils are not meeting the 10 Keys to School Readiness which means that they are not school ready, meaning that they have more to achieve to meet ARE and a wider gap to close * Access to external support remains challenging due to extended waiting lists and tighter thresholds delaying crucial specialist input * Mental health and wellbeing continues to be a significant concern amongst pupils and their families. The current financial strain on families is having a big impact on mental health of parents and their children * Absent parents (armed forces, ill, live a distance away, parental mental ill health) * The nature of the local community means that pupils' access to a diverse society and cultural experiences is limited. * Forest Schools sessions are offered weekly to groups of children * Nurture sessions are offered at lunchtimes and in the afternoons for identified children to support the development of social skills, emotional regulation, communication etc. |

## 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.

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| Intended outcome | Success criteria |
| Average attendance continues to improve. | * Reduction in lateness, persistent absentees (persistent absence is defined as 90% or lower) * Average whole school attendance reaches and remains **at or above 95% (currently 94.24%).** * Average attendance for disadvantaged pupils improves to **reach at least 95% (currently 91.4%)** |
| PP children making at least expected progress (3 bands) from their starting points in reading and writing (I line with flight paths).  PP children closing attainment gap with their peers. | * Pupils access Lexia programme to support reading skills (**Lexia usage levels improves** and numbers of **children accessing levels below that of their age related expectations reduces**) * **Gap** between the percentage of disadvantaged children passing phonics screen and non- disadvantaged **decreases/diminishes** * Percentage of disadvantaged children **passing** the **Phonics Screening remains high and at least in line with non PP children** (88% last year) * Pupils (especially those in EYFS and Yr 1) will develop **speech and language skills** in keeping with a **GLD** * Percentage of PP **chn achieving a GLD** at the end of EYFS improves from last year (55%) * The number of disadvantaged pupils in EYFS working at the expected level for fine motor skills and literacy skills at the end of EYFS improves so that they are **in line with their peers** * Percentage of disadvantaged pupils working at expected level in R, W and M **increases from last year’s data** * Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows |
| PP children making at least expected progress (3 bands) from their starting points in mathematics (in line with flight paths) | * Percentage of disadvantaged pupils across the school achieving the expected standard at the end of the year **improves on last year and closes the gap between the attainment of their peers** |
| Pupils’ mental health and wellbeing is sufficiently supported to facilitate learning and reaching academic potential  School and families work together to remove social/emotional barriers to learning  Children are supported to develop their physical capability | * Continued **reduction in frequency of behavioural incidents** and in class disruption * Disadvantaged pupils attending Nurture provision will have **improved BOXALL scores** for their starting points * Wellbeing Warriors and Playground Pals support pupils on the playground with increasing confidence * **Pupil voice** will indicate improvements in key areas of their wellbeing related to school (captured through questionnaires) * The new rewards and consequences system is **used consistently** throughout the school * Disadvantaged pupils given opportunities to enhance their **cultural capital** through taking part in clubs, trips, events etc * Families are supported to manage difficult times through the use of PPod strategies/resources and take up **signposting** to external agencies for more long term support * Parents and children feel supported to help manage their mental health and wellbeing and **develop positive strategies** * Children with health difficulties have a robust care plan in pace which impacts attendance, positive experience of school etc. |

## 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: **£47,095**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adults in EYFS/Year 1 to deliver high quality speech and language interventions **£2500** | Early Years interventions as having moderate impact in EEF Toolkit  Early identification and intervention support pupils with SLCNs improves outcomes for those children  Teaching assistant intervention identified as moderate impact **+4 in EEF Toolkit** | 1 |
| Quality First Teaching  (to include 1:1 reading, adult support, adjustments to learning environment, differentiation, explicit teaching of skills through VIPERS, RWI phonics and boosters, parental workshops, access to Maths resources, mastery approach to curriculum, maths working walls etc. **£43,800** | These measures are identified within several EEF interventions as having **moderate to very high impact e.g. Feedback +6, Mastery Learning +5, meta-cognition and self-regulation +7**  Group phonic and spelling support identified in **EEF toolkit has having a moderate impact +4**, small group work has been an effective strategy used over many years with high quality input from a teacher  Bedtime reading events – parental engagement identified as **moderate impact intervention by EEF +4**  Implementation of high quality phonics sessions and boosters **identified in EEF Toolkit as high impact on progress + 5**  Feedback to pupils within lessons in a timely way identified within the **EEF Toolkit as very high impact strategy +6** | 1, 2, 3 and 4 |

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

Budgeted cost: **£** **45,810**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Help Kidz Learn 5 user licences **£220** | Accessible game-based learning activities categorised by learning objectives and designed to engage, motivate and teach a progression of skills. | 1 and 7 |
| Rapid Read Stage 7-9 Books **£600** | Reading comprehension strategies identified in EEF Toolkit as having **high impact +6.**  Teaching assistant intervention identified in EEF Toolkit as **moderate impact +4** | 2 |
| Clicker Licence (10 licenses) 3 year subscription **£990** | A child-friendly word processor. Pupils tackle writing tasks with help from Clicker’s realistic speech feedback, talking spell checker and word predictor. Jump-start writing tasks - Clicker Grids enable pupils to write with whole words and phrases. Emerging writers build sentences word-by-word, while Word Banks provide scaffolding to support developing writers. Boost speaking, listening and reading skills making curriculum content accessible for all with talking Clicker Books, support emergent readers and EAL pupils and supports the development of speaking and listening skills. | 1, 2, 4 and 6 |
| Implementation of ELSA/Nurture Lead **£25,000** | EEF identify the following as having positive impact: Behaviour interventions **moderate +4**, self-regulation **high +7,** social and emotional learning **moderate +4** | 5, 6 and 7 |
| Group phonic and spelling support **£5000** | Identified in EEF Toolkit as having **moderate impact**. **Small group work** has been identifies as an effective strategy used over the years with high quality input from a teacher/TA, **oral language interventions** are identified within the EEF toolkit as having a **very high impact +6** | 2 and 4 |
| Additional staffing to deliver 1:1 and group SaLT support, LEGO Therapy, oral interventions  **£3000** | Use of Speech Link and Language Link screening tools and a specialist SALT TA to implement the programme in EYFS and KS1 **(Early Years interventions identified in EEF toolkit as being moderate impact +5, Oral Language Interventions have high impact +6)**  Use of Tapestry to share resources, communicate with parents outside of EYFS and Year 1 who are still receiving speech and language intervention (parents are kept up to date with therapy sessions and are sent resources to support this at home. Feedback from parents has been very positive, particularly when their children are unable to tell them what they have been doing and what they need to practise) - parental engagement identified as **moderate impact intervention by EEF +4** | 1 |
| Forest Schools and Nurture groups to experience outdoor learning, life skills, social interaction, problem solving, emotional regulation **£11,000** | **Collaborative learning** identified in **EEF toolkit** as having **high impact +5, outdoor adventure learning moderate impact +4 and peer tutoring** as having **moderate impact +5** | 1, 6 and 7 |

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

Budgeted cost: **£37,525**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| EYFS Resources to include sensory equipment, fine motor, gross motor and Bucket Time **£2000** | Physical development supports the development of good pre writing skills and motor ability. EEF EYFS Toolkit identifies physical development approaches as having **high impact +5 and play based learning as** moderate impact +4 | 7 |
| 15 x Part funded Breakfast Club places **£7125** | Supports a good start to the day by ensuring children are fed and can start their day on time and in a structured routine led way. | 5 and 7 |
| Pastoral staffing  **£5000** | Ppod support for pupils (in school) and parents (at home) in emotional regulation, therapeutic stories, social support, conflict resolution, self-esteem, working with parents as often as required (daily, weekly, drop in etc) - **social and emotional learning** identified by EEF toolkit as having **moderate impact +4** and **behaviour interventions +4**, previous internal action research has shown the impact that working pastorally has on pupils and their families, particularly those who are disadvantaged | 5, 6 and 7 |
| Uniform vouchers **£3000** | Supports a sense of belonging and school community, prevents social isolation, maintains levels of confidence and self-esteem which in turn impacts of learning in class | 7 |
| Subsidised trips to Places of Worship, Theatre, Links with University and Local Industries,  residentials etc. **£4000** | Allows disadvantaged pupils access to wider opportunities and rich experiences. Increases cultural capital | 6 and 7 |
| Music tuition **£4000** | Derbyshire Music Partnership provide all pupils in Year 4 with weekly music lessons – Arts participation **identified in EEF Toolkit as positive intervention with a moderate impact of +3.** Previous music tuition has enable disadvantaged students to try new things and access learning that they otherwise wouldn't have) | 6 and 7 |
| Cooking Resources **£500** | Supports the development of life skills, co-operation, planning, risk, safety.  EEF Toolkit identifies collaborative learning approaches as having a **high impact +5** and social and emotional learning as having a **moderate impact +4** | 1, 6 and 7 |
| Additional staffing for health and wellbeing **£3600** | Supports health and wellbeing of students through the provision of Care Plans, liaising with families, EHAs, SEMH plans, behaviour support etc. – internal evidence and analysis shows how supporting whole families during times of crisis and vulnerability can impact significantly on pupils’ mental health, attendance and ability to engage with learning | 5, 6 and 7 |
| Resources and consumables to facilitate the running of Nurture and Forest Schools Groups **£1000** | **Collaborative learning** identified in **EEF toolkit** as having **high impact +5, outdoor adventure learning moderate impact +4 and peer tutoring** as having **moderate impact +5** | 1, 6 and 7 |
| Weekly support from a Behaviour Support Service (to attend meeting, complete direct work with children and families, write reports, complete observations, support staff and pupil emotional wellbeing **£7000** | **EEF Toolkit** lists **behaviour interventions** as having moderate impact +4 | 5, 6 and 7 |
| Big Classroom 12 month Subscription **£300** | The BIG classroom targets key issues raised in OFSTED's school inspection handbook particularly promoting British values and implementing the Prevent strategy | 7 |

**Total budgeted cost: £126,135**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Reduction in lateness, persistent absentees.  Parents working with school to improve attendance.  Review Nov 2022:  New updated Attendance Policy in place: [https://www.swanwick.derbyshire.sch.uk/serve\_file/9100985#](https://www.swanwick.derbyshire.sch.uk/serve_file/9100985)  Policy states clear expectations around attendance and outlines new late procedures. Attendance rewards in place, pupil attendance is monitored regularly and school early help procedures in place and communicated to parents for support with persistent absence.  Needs more time to be embedded to see bigger improvement. Current whole school average attendance is 94%.  Review July 2023:  Attendance for whole school is at 94.24% (0.1% above National)  Attendance for PP children is 91.34% (increase from 90.7% previously)  Attendance Panels were held throughout the year and have had a positive impact on attendance overall for persistent absentees. Attendance Panels are already booked for 2023.2024 and this will continued to be monitored closely with subsidised Breakfast Club places offered for PP families who are struggling to get their child to school on time.  Families are being referred to the LA if they take term time holidays and unless there are clear mitigating circumstances then permission for term time holidays is not granted.  36% of PP children are also on our SEND register and for medical reasons have to attend lots of medical appointments which impacts the overall attendance and persistent absentee figures. |
| Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing  Review Nov 2022:  Bug Club has been relaunched and all new EYFS children as well as in year transfer children have been given logins for home and school use.  Continues to be promoted within the Swanwick Story and by individual class teachers who monitor progress and allocate new books as needed.  Review July 2023:  Bug Club subscription has not been renewed due to poor usage of parents and pupils out of school.  New books brought for children including books aligned with the phonics programme.  Attainment data shows that %age of PP children achieved ARE or above in reading improved across the school form September to July 2023 however there is still a discrepancy between PP and Non PP children.  Pupils access Lexia and Bug Club programme to support reading skills  Review Nov 2022:  Pupils continue to access Lexia in school and out of school – although the out of school usage needs further promoting.  There have been problems accessing enough devices for all children with licences to access 3 times weekly. This is under review.  Some progress is evident but this is not accelerated and needs further monitoring alongside English Subject Lead.  Review July 2023:  Lexia continues to be used 3 x weekly for identified students. Children report enjoying using it and chn can access at home as regularly as they like. Children struggling are identified through the programme and CT alerted to complete a specific intervention 1:1 or in small groups before moving on.  Progress of Lexia is being Monitored by the reading and phonics Lead to establish whether the programme is having the desired effect.  % achieving the Y1 phonics screen is in line with national; and pupils apply spelling strategies independently  Review Nov 2022:  68% of chn passed Year 1 phonics screening in June 2022 (national is 75%)  55% of disadvantaged passed (where number of disadvantaged children was 11)  All staff have just received up to date Read Write Inc. training.  School are now part of the English Hub and are benefitting from a Phonics Champion Mentor  Additional Phonics booster/intervention groups are being implemented for children  Review July 2023:  80% of Year 1 passed the phonics screener (12% increase on last year)  88% of disadvantaged passed (33% increase on last year)  40% of disadvantaged children in Year 2 retaking the screener passed  Pupils (especially those in EYFS and Yr 1) will develop speech and language skills in keeping with a GLD  Review Nov 2022:  17% of 21/22 cohort were disadvantaged  67% of 21/22 cohort achieved a GLD  Data showed that PP children achieved lower in literacy based skills and fine motor skills.  PP chn particularly low on arrival in PSED and Physical  90% of PP children were working at expected level in their speaking and 80% of PP children were working at expected level in listening and attention by the end of the year  Overall 60% of PP chn achieved GLD at end of EYFS  SaLT support remains good with a dedicated TA working 1:1 and in small groups with chn requiring direct speech and language therapy  TAs in EYFS use speech and language link to screen children in the Autumn Term and implement programmes of work to target specific speech and language difficulties throughout the year  Review July 2023:  55% of EYFS achieved GLD  40% of disadvantaged children achieved GLD  In Listening and Attention, 70% of disadvantaged children achieved the expected standard (88% of cohort achieved expected standard)  In Speaking, 80% of disadvantaged children achieved the expected standard (88% of cohort achieved expected standard)  Pupils’ vocabulary is broader; they show greater comprehension when reading and use a wider range when writing  Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows  Review Nov 2022:  All classes having working walls to capture ambitious language and vocab. Daily VIPERS sessions work on the development and understanding of texts.  Writing is modelled by staff effectively to show children how to improve their writing.7  Review July 2023:  Writing is an identified weakness across the school. We have appointed a Writing Lead in school and in the new school year we are implementing a new approach to spelling, Rainbow Grammar, learning ladders. School have purchased a whole school Spelling Shed licence to further support the improvement of spelling.  All classes to prioritise whole class story time daily so that they are exposed to language rich books. |
| Pupils are able to show their understanding of mathematical concepts through written expression  Pupils working below ARE, make accelerated progress with maths, so that the gap between them and their peers narrows  Pupils become proficient in using and understanding times tables and can be used to problem solve and applied to reasoning activities successfully  Review Nov 2022:  New Maths Lead in place since September.  Robust monitoring plan in place and book look already completed.  EOY Maths Data across the school shows that the percentage of PP chn working at the expected level at the end of 21/22 remains lower than that of non PP chn. EOY Maths data for PP chn in Year 1 was better, with 60% reported as working at the expected level.  Review July 2023:  Maths EOY attainment for PP chn at ARE and above shows that whilst there are some cohorts where PP and non PP children are more in line, there is still a discrepancy between the attainment of PP children and non PP children in Maths. However there was an increase in %age of PP children achieving expected or above from September to July across all years groups. |
| Reduction in frequency of behavioural incidents and in class disruption.  Pupils are resilient & able to learn  Pupils concentrate and are engaged throughout lessons  Pupils feel understood and in control of themselves  Pupils showing self-managing behaviours  Pupils accept support and use strategies to manage conflict, anxiety & problems  Pupils will develop strategies, which support them in overcoming or enabling them to work with the difficulties they have  The updated behaviour policy is better placed to support the wellbeing of **all** pupils  Review Nov 2022:  Behaviour Policy updated again since the Summer and a new step system implemented to tackle low level disruption and reward positive THRIVE attributes  New behaviour form for staff to fill in which alerts the Behaviour Lead (JJi) who can then support  Instances in low level disruptive behaviour have already reduced but more time is needed for the new system to be embedded  Improved reward system with the introduction of a school shop  The PPod supports the SEMH of children, staff and parents and is able to offer Early Help to support the development of good levels of resilience, emotional health and wellbeing.  The introduction of a new PSHE scheme (Jigsaw) has raised the profile of PSHE in school and weekly sessions work on specific areas of social and emotional development.  Pupils with SEND and very challenging behaviours are well supported through the provision of Risk Assessments, support from outside agencies, regular reviews.  Pupils in classes with chn who display challenging behaviours are supported to manage their feelings around it but after consulting with parents, this needs further work.  Parents have been consulted around behaviour and their feedback taken on board and is being actioned accordingly.  Review July 2023:  Behaviour Policy has been further updated and a ‘Behaviour on a Page’ created and shared with all staff and children.  All children on PTTs had returned to full time education by the end of the Summer term.  Instances of low level disruption are extremely low.  Pupils with SEND and challenging behaviour are well supported and we are working with the LA to see if we can improve our offer by securing some funding to create an internal alternative provision option.  Held a transition week for all students with specific activities around managing change, growth mindset, mindfulness, brain neuroscience etc which was well received.  Forest Schools and Nurture (majority PP chn) has been a hugely positive addition to support this year with children having individual targets to work towards, progress measured after each session, children involved in reflection on their own contributions, behaviour, mindset etc. BOXALL profiling is used to show progress as well as likert scales for learning behaviours/attitudes |
| Pupils require less external motivation but show determination and drive themselves (engagement in lessons; response to feedback in books; engagement in wider school activities)  Families are supported to manage difficult times through the use of PPod strategies/resources and take up signposting to external agencies for more long term support  Parents feel they can use school to support them and their children  Parents and children feel supported to help manage their mental health and wellbeing and develop positive strategies  Children’s awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these  Review Nov 2022:  See section above  More opportunities needed to increase cultural capital for PP children  Review July 2023:  See section above  Parents are complimentary about the support they have received to help them support their children.  Attendance Panels (majority PP children/families) have seen the process as positive and has helped to signpost for further support if needed e.g. EHAs, financial advice, housing support, breakfast club places etc.  Children (particularly in EYFS and Year 1) physical development is broadly in line with peers and children achieve GLD in this area  Review Nov 2022:  PP chn were particularly low on entry in physical development. By the end of the year in EYFS this had improved but fine motor skills remained low for PP children.  New system in place for gross motor skills development and monitoring and tracking for EYFS and KS1 chn led by EYFS teacher.  Fine Motor Skills is always part of continuous provision and Active Hands Programme is being implemented with more children within Year 1 and 2 to support the development of fine motor skills.  Review July 2023:  PP children were particularly low on entry in managing self, writing, fine motor and gross motor. Baseline results for %age of expected PP chn in these areas were 50%(71%), 12%(61%), 50%(48%), 62%(68%) respectively. EOY results for %age of expected in these areas rose to 60%(84%), 40%(55%), 60%(74%) and 80%(93%) respectively. Numbers in brackets indicate whole cohort figures.  Physical Literacy and Active Hands have been implemented consistently and progress tracked. PE coach has been involved in implementing and tracking progress in this area in collaboration with staff.  EYFS are purchasing a wide range of new toys, activities to target the problem areas.  Th whole school has had two Activalls installed to benefit gross motor development for all children  Children with health difficulties have a robust care plan in pace which impacts attendance, positive experience of school etc.  Health Care Plans are in place and reviewed by the School Welfare Officer (SWO). Liaison with parents and pupils is central to ill health not becoming a barrier to learning. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Lexia | Lexia Learning Systems  300 Baker Avenue, Suite 320 Concord, Massachusetts 01742  Lexia UK Ltd  Level 8 Trinity Gate  32 West Street  Gateshead  NE8 1AD |
| Tapestry | The Foundation Stage Forum Ltd  65 High Street  Lewes  East Sussex  BN7 1XG |
| Speech and Language Link | Speech Link Multimedia Ltd  Canterbury Innovation Centre  University Road  Canterbury  Kent  CT2 7FG |

# Further information

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