



# Aldbury CE Primary and Nursery School 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	Aldbury CE Primary and Nursery School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 To be reviewed annually
Date this statement was published	27 <sup>th</sup> September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Natasha Chiswell
Pupil premium lead	Rebecca Rothwell
Governor / Trustee lead	Leigh Bradbury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,830 10 x FSM 4 x Post-LAC
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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	£24,830

# Part A: Pupil premium strategy plan

## Statement of intent

Common barriers to learning for our disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, a lack of resilience, low self-esteem, weaker literacy skills, lack of wider opportunities and life experiences. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ For all disadvantaged pupils to become independent, resilient citizens, fully prepared for the next stage in their education
- ✓ For all of our disadvantaged children and families to feel supported to ensure that they have positive mental health and wellbeing and to enable them to access learning at an appropriate level.

We aim to do this through:

- Providing 1-1 support – pastoral and academic where necessary
- Ensuring that all of our work through the pupil premium is aimed at ensuring children progress through our curriculum
- Targeting individuals or small groups with additional learning support based on their needs.
- Supporting families through payment for activities, resources, educational visits and residentials, therefore ensuring that children have first-hand experiences to use in their learning in the classroom
- Providing behaviour support where needed
- Tracking and supporting families with attendance
- Empowering parents to support their children at home through effective modelling
- Working with external agencies to support individuals
- Ensuring smooth transitions between key stages

### Key Principles for our strategy

- We are committed to raising the achievement of all pupils.
- We know that great teaching and careful planning can make a difference to the outcome of our disadvantaged pupils.
- We never confuse eligible pupils with low ability and strive to ‘bring out the best’ in this group of pupils and support them to achieve the highest levels.

- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- We take an evidence-informed approach to our Pupil Premium spending.
- We use assessment systems to track pupils and identify those who are under-achieving. This enables us to look at reasons for under-achievement (barriers) and put in place measures to address them.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium lack parental support with their learning at home
2	Opportunities to deepen learning across our curriculum
3	A lack of rich and varied experiences so their knowledge of the world and vocabulary acquisition is limited
4	Complex Family Situations and as a result a lack of self-confidence, self esteem and growth mindset
5	Pupils not progressing through the curriculum of the core subjects as expected

## 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
To improve Language and Communication skills which will therefore feed into areas of the curriculum such as English	<ul style="list-style-type: none"> <li>- Evidence in Books shows improved vocabulary in their writing</li> <li>- Children's progress in writing on track/accelerated</li> <li>- Well Comm assessments show progress from baselines</li> </ul>

	<ul style="list-style-type: none"> <li>- Children's ability to participate in class discussions is noted in lesson walks</li> <li>- When asked to define vocabulary being learnt in lessons, Pupil Premium children are able to do this confidently</li> </ul>
For Pupils to progress through the reading, writing and maths curriculum	<ul style="list-style-type: none"> <li>- AM7 Data shows that children have made expected or better progress</li> <li>- Intervention Records show progress</li> <li>- Improved scores on baseline assessments</li> <li>- Evidence in Books shows clear progress</li> </ul>
To deepen the knowledge and skills of pupils that are currently progressing well through the curriculum.	<ul style="list-style-type: none"> <li>- AM7 data shows that targeted pupils have reached Greater Depth</li> <li>- Children have made expected or better progress across Key stage 2</li> </ul>
Vast majority of parents of our disadvantaged pupils are engaged and support their child with their home learning	<ul style="list-style-type: none"> <li>- Parent survey shows pupils know how to support their children</li> <li>- Children completing their home learning and work set from interventions on a regular basis</li> <li>- Pupils make accelerated progress in their interventions</li> <li>- Progress is seen in their work in class</li> </ul>
For our disadvantaged children to feel a high level of self efficacy and therefore feel empowered to achieve anything	<ul style="list-style-type: none"> <li>- Pupil voice shows children know how to tackle challenges</li> <li>- Pupil wellbeing survey shows children feel supported and able to access learning</li> <li>- Zones of Regulation shows less blues</li> <li>- Monitoring shows pupils are tackling challenges in lessons and participating fully in lessons</li> <li>- PPG Pupils are making at least or accelerated progress</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: £10,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced MPS6 SENCO recently trained as Specialist Dyslexia teacher recruited to deliver targeted focus work to Y6 writers to feed into classwork. (£728 for two terms)	EEF (+4)  Small group tuition has shown an average improvement of 4 months  Teacher is experienced and therefore quality is good and effective feedback will be given and progress monitored.	5
Experienced MPS6 SENCO recently trained as Specialist Dyslexia teacher recruited to allow Year One cohort to be taught in a smaller group size in order to have a personalised curriculum  (£3,818 reviewed termly)	EEF(+3)  As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.  We have evaluated our Year1 cohort and a small group require a personalised curriculum building on Reception to Year One	1, 3, 5
Changes made to the way teachers feedback - misconceptions addressed through supported group work and/or whole class teaching rather than written comments  No cost	EEF (+6)  Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	5, 2
Inclusion Coordinator to support Quality First teaching through CPD with a particular focus	EEF (+7)  Metacognition and self-regulation approaches to teaching support pupils	5, 2 and 4

<p>on Metacognition and self-regulation especially in writing, Maximising the Use of TAs, Supporting children with SEND in core subjects, Attachment and Trauma and Mental Health First Aid, Zones of Regulation</p> <p>£4000</p>	<p>to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>PPG Tiered approach - Quality First teaching key focus</p>	
<p>Experienced teacher employed to allow for CPD and Assessment and Monitoring of Pupils (reading fluency, phonics, SOS Spelling)</p> <p>£2000</p>	<p>PPG Tiered Approach</p> <p>Quality First Teaching - this time allows for teachers to develop their CPD and also to carry out termly evaluations of how their disadvantaged pupils are performing (pupil progress meetings and planning and assessment time) and the next steps.</p>	

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

Budgeted cost: £5,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced TA to deliver evidence based phonics and writing intervention (FFT) with key children in Year 1</p> <p>CR £1586</p>	<p>(EEF +5)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>(EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	5 and 1
<p>Inclusion Coordinator to deliver Interventions with key children - FFT, Echo reading, Stretch and Challenge</p> <p>BR £4000</p>	<p>(EEF +5)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early</p>	1 and 5

	reading skills, particularly for children from disadvantaged backgrounds. (EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	
	(EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF +6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2

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

Budgeted cost: £ 8,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Coordinator to provide nurture support for key children - Draw and Talk, Protective Behaviours, My Hidden Chimp, Zones of Regulation), facilitating appropriate therapy for individuals, signposting appropriate support £3000	(EEF +4) Social Emotional Learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.  Previous case studies have shown that the therapeutic support we have put in place has had a positive impact on these children	4 and 1
Purchase web based programs to be used in school and at home.  <ul style="list-style-type: none"> <li>• My Maths</li> <li>• Education City</li> <li>• TT Rock Stars</li> <li>• SPaG.com</li> </ul>	EEF (+4) Parental engagement has a positive impact on average of 4 months' additional progress.  EEF guide to pupil premium – targeted academic support	1,2 and 5

<ul style="list-style-type: none"> <li>• Clicker</li> </ul> <p>£1436</p>	<p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	
<p>To provide children with a range of opportunities that enrich their learning experience and help to develop self esteem and self efficacy</p> <p>Cultural capital experiences promoted in the curriculum and outside of school.</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip cost is greatly reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Sports, music and drama clubs</p> <p>Resources to support learning</p> <p>£3912</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF (+1) – Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>(EEF + 3) - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>1, 2, 3, 4 and 5</p>
<p>To provide guidance to parents so that they feel that they can support their child's learning and wellbeing at home</p> <ul style="list-style-type: none"> <li>- Parent workshops related to curriculum on how to support at home</li> <li>- Staff, parent and child online safety training (£350)</li> </ul>	<p>(EEF +4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> </ul>	<p>1,2, 3, 4 &amp; 5</p>



<ul style="list-style-type: none"> <li>- Inviting parents in to see interventions so they can support at home</li> <li>- Liaison with external agencies</li> <li>- Use of Zones at home etc.</li> </ul>	<ul style="list-style-type: none"> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	
<p>Provide every year group with half a term of Forest school with a focus on Speech, Language and Communication needs identified in WellComm assessments</p> <p>(Cost covered in catch up (wellcomm) and other budget allocation</p>	<p>(EEF +6)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum (Wellcomm).</p>	<p>3 &amp; 5</p>

**Total budgeted cost: £24,830**

## 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.

*Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown last summer 2020. Our data is based on Teacher Assessment.*

#### Desired Outcome:

##### 1.) Progress in Reading

To target specific children who are working below age-related to ensure that they make at least expected progress and that progress scores at the end of key stage 2 is in-line or above national average

#### Chosen action/approach:

CPD for teaching assistants in running evidence-based interventions for reading: FFT and Precision teaching, Echo-reading.

Put in place Pre-teaching interventions to enable staff to prepare children for new learning where gaps or lack of knowledge/confidence has been identified

Re-development of Guided Reading to ensure that teachers are confident in their approach to teaching comprehension skills and that key skills are modelled and taught explicitly.

Echo reading in Guided reading and interventions.

Reading fluency project in KS1.

#### Estimated Impact:

##### Autumn

	Cohort	At Risk		Positive+		Sig Pos	
		No.	%	No.	%	No.	%
Year 1	0	0	0.0	0	0.0	0	0.0
Year 2	1	1	100.0	0	0.0	0	0.0
Year 3	1	0	0.0	0	0.0	0	0.0
Year 5	3	0	0.0	0	0.0	0	0.0
Year 6	2	0	0.0	2	100.0	2	100.0
Total	7	1	16.7	2	33.3	2	33.3

**Summer**

	Cohort	At Risk		Positive+		Sig Pos	
		No.	%	No.	%	No.	%
Year 1	0	0	0.0	0	0.0	0	0.0
Year 2	1	0	0.0	1	100.0	1	100.0
Year 3	1	0	0.0	1	100.0	0	0.0
Year 5	3	2	66.7	0	0.0	0	0.0
Year 6	3	0	0.0	3	100.0	3	100.0
Total	8	2	28.6	5	62.5	4	57.1

Two of these children are age-related in reading but there is no progress data throughout the year as they did not attend school for a year due to covid.

Progress in reading shows an improvement from Autumn to Summer where 33.3% increased to 62.5% of pupils making positive+ progress from their starting points. Only one child is below expected progress in summer compared to four in Autumn.

The pupil in Year 3 made very good progress due to Fisher Family Trust Reading and Writing intervention. He has moved from a reading book band level of 8 to 19. He gained full marks on a phonics screening test. His reading age is now within 7yrs 3 months although reading rate/fluency (now receiving echo reading 3x a week) is now an area of development and this will also help to develop his comprehension skills.

Year 5 (Current Year 6) is a focus as two pupils are at risk of not making expected progress at the end of key stage two and one pupil is below expected progress. During Year 5 one pupil made +4 steps of progress and two children made +3 steps of progress. They are now receiving daily reading support focusing on echo reading (fluency) and comprehension strategies. Stretch and challenge is also now a focus as one pupil should be reaching Greater Depth Standard.

End of Year data for KS1 for one pupil: Reached Greater Depth Standard and made Significant positive progress.

End of Year data for KS2 Reading showed that 100% of our disadvantaged pupils (3 out of 3) made significant positive progress. 100% of our disadvantaged pupils reached ARE and 33.3% reached GDS.

**Desired Outcome:**

1.) Progress in writing

To target specific children who are working below age-related to ensure that they make at least expected progress

**Chosen action/approach:**

CPD for teaching assistants in running evidence-based interventions for reading: FFT and Precision teaching, Echo-reading.

Staff training on teaching meta-cognition and self-regulation strategies in writing (Herts for learning).

Continue to develop teachers' confidence when planning using Herts Essentials or Back on Track

**Estimated Impact:****Autumn**

	Cohort	At Risk		Positive+		Sig Pos	
		No.	%	No.	%	No.	%
Year 1	0	0	0.0	0	0.0	0	0.0
Year 2	1	1	100.0	0	0.0	0	0.0
Year 3	1	0	0.0	0	0.0	0	0.0
Year 5	3	0	0.0	0	0.0	0	0.0
Year 6	2	1	50.0	0	0.0	0	0.0
Total	7	2	33.3	0	0.0	0	0.0

**Summer**

	Cohort	At Risk		Positive+		Sig Pos	
		No.	%	No.	%	No.	%
Year 1	0	0	0.0	0	0.0	0	0.0
Year 2	1	0	0.0	1	100.0	0	0.0
Year 3	1	0	0.0	1	100.0	0	0.0
Year 5	3	1	33.3	0	0.0	0	0.0
Year 6	3	3	100.0	0	0.0	0	0.0
Total	8	4	57.1	2	25.0	0	0.0

Two children are not included in this data due to no KS1 data to compare. One of these pupils are at Greater Depth in writing and the other is working towards age-related but there is no progress data throughout the year as they did not attend school for a year due to covid.

There has been a slight improvement in progress from Autumn to Summer. In Autumn 33.3% of our disadvantaged were At risk+ progress compared to in Summer where 82.1% were At risk+ progress

Year 5 is a focus as 2 pupils are below expected progress and 1 is at risk. From this, smart targets have been identified and these children are in a focused intervention with a specialist teacher (see strategy). The focus is on developing metacognition skills and using the writing hexagons (Herts for learning).

End of key stage one data for our one pupil: Reached ARE and made positive progress.

End of key stage two data showed that all pupils (3) did not reach ARE and all were below expected progress (At risk). Writing is a focus on the school development plan and is a focus for us this year with our disadvantaged pupils (CPD, Focused intervention, joint moderation).

### Desired Outcome:

#### 2.) Progress in Maths

To target specific children who are working below age-related and those that should be reaching Greater Depth by ensuring that they make at least expected progress

### Chosen action/approach:

Put in place Pre-teaching to enable staff to prepare children for new learning where gaps or lack of knowledge/confidence has been identified.

Continue to develop teachers' confidence when planning using Herts Essentials or Back on Track

### Estimated Impact:

#### Autumn

	Cohort	At Risk		Positive+		Sig Pos	
		No.	%	No.	%	No.	%
Year 1	0	0	0.0	0	0.0	0	0.0
Year 2	1	1	100.0	0	0.0	0	0.0
Year 3	1	0	0.0	1	100%	0	0.0
Year 5	3	0	0.0	0	0.0	0	0.0
Year 6	2	1	100.0	1	100.0	0	0.0
Total	7	2	28.5	2	28.5	0	0.0

## Summer

	Cohort	At Risk		Positive+		Sig Pos	
		No.	%	No.	%	No.	%
Year 1	0	0	0.0	0	0.0	0	0.0
Year 2	1	0	0.0	1	100.0	0	0.0
Year 3	1	0	0.0	1	100.0	1	100.0
Year 5	3	2	66.7	0	0.0	0	0.0
Year 6	3	0	0.0	3	100.0	2	66.7
Total	8	2	25.0	5	62.5	3	37.5

Two children are not included in this data due to no KS1 and EYFS data to compare. One of these pupils are at Greater Depth in Maths and the other is at age-related but there is no progress data throughout the year as they did not attend school for a year due to covid.

Progress has improved from Autumn to Summer. 62.5% are making positive+ progress from their starting points in the summer compared to 28.5% in the Autumn with 37.5% making significant positive progress. Current Y6 is a focus this year to ensure that they make accelerated progress - daily fluency, pre-teaching, arithmetic booster support.

End of Key stage one data for our one pupil: Reached ARE in maths and made positive progress.

End of key stage two data showed that all pupils (3 pupils) made positive progress and 66.7% made significant progress. 66.7% (2 pupils) reached ARE and 33.3% reached working towards ARE.

### Desired Outcome:

#### 3.) Progress in Phonics

To support children in achieving age-related expectations in phonics.

#### Chosen action/approach:

Streaming of children to support progress in phonics knowledge.

CPD of NQT to secure subject knowledge of Phase 4 and 5 phonics

Precision Teaching Interventions

Parental engagement to support learning at home

#### Estimated Impact:

We had one disadvantaged pupil in Key stage one and they passed the phonics screening test.

## Desired Outcome:

### 4.) Wider Strategies

Improve emotional and social wellbeing to develop resilience, self-confidence and long-term goals/ambition

## Chosen action/approach:

To use Jigsaw resources to ensure mental health and wellbeing units of PSHE are taught effectively. To embed Zones of Regulation and refresh Growth Mindset within the classrooms

Resources purchased such as: chrome books, CD players and story CDs, kindle, reading books, to support further reading at home Purchase of Clicker to support writing in the classroom and spag.com and Nessy to support children's progress in grammar and spelling. Purchase of ICT subscriptions such as My maths and times table rockstars

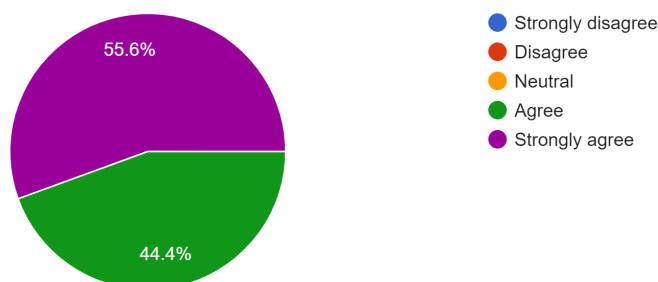
## Estimated Impact:

### Survey of our disadvantaged pupils:

Pupil survey shows that pupils feel strongly supported.

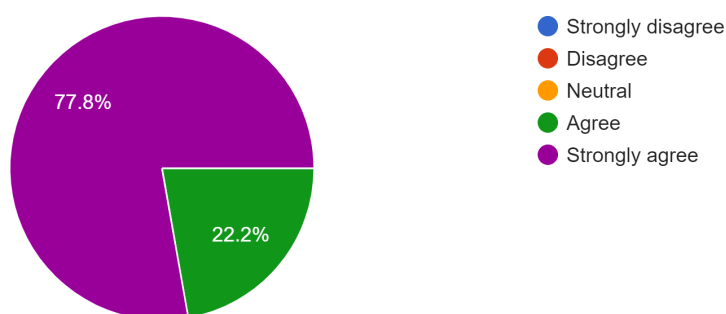
My school have supported me closely so that I do well at school

9 responses



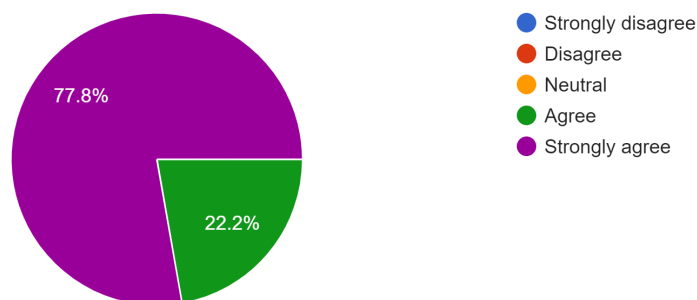
My school encourages me to look after my emotional and mental health

9 responses



Teachers help me to do my best

9 responses



How do they help you to do your best?

They teach me things and they help you when you get stuck

Teach me to do work, check my work when I have done it and give me help to improve it.

Work with me. Give me word mats to help.

They like to help you and talk through situations if something has happened. They help you with your work if you need it.

They help me when I get stuck on a maths question or any question. They give me some tactics.

They help me to spell words that I'm not sure of. Mrs Roberts and Mrs Rothwell helped me to get my reading better.

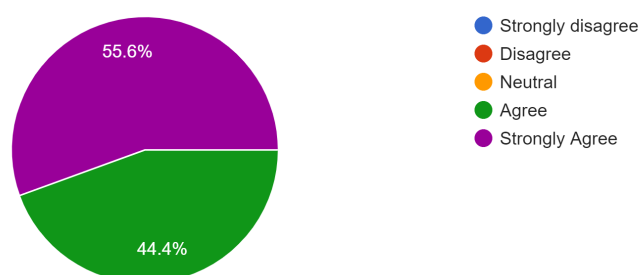
Helping me with the work and how to do it if I need help. Extra maths support.

They give me a clue or a nudge to support me and if I'm stuck they help me.

They help me to do tricky things.

My school encourages me to be independent and to take on responsibilities

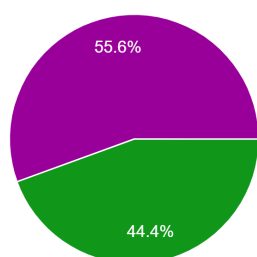
9 responses





My school provides me with information about my next steps

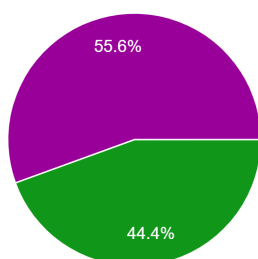
9 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

My school have supported me closely so that I do well at school

9 responses



● Strongly disagree  
● Disagree  
● Neutral  
● Agree  
● Strongly agree

How have they supported you?

Some extra group work.

Give us clues with our learning and give me dojos when I do well.

Talking with me.

They've supported me by helping with stress and work. Meeting each week and talking.

When I struggle with my brothers arguing with Mum they helped me by giving me time to stay calm.

Talking to me so I can get good at spelling

Helped me with work. Meeting with Mrs Rothwell and Mrs Chiswell

I met with Tess (Art therapy).

By talking to me

Is there anything else that you would like to add about what you like about our school or what you think could be improved?

Nothing it's perfect.

They help you if you're stuck or in situations like an angry situation at school or something.

That it is fun to play

Thank you for everything and helping me and solving mine and other people's problems

Parent feedback of impact:

We really appreciate the school's efforts in finding creative and imaginative ways to support \*'s learning through their pupil premium.

\*'s needs are nuanced and complex so the pupil premium has enabled us to find different ways to encourage them to engage with schoolwork and school life, including providing them with a subscription to The Week Junior and a Chromebook for homework.

We have also definitely noticed an improvement in \*'s engagement with learning through the additional support sessions and one-to-one activities that the pupil premium has provided.

Protective behaviour and Draw and Talk support has had a positive impact:

**Draw and talk impact:**

One pupil's SDQ scores in social difficulties (peer problems) have reduced from 8 to 4 and Emotional problems score has reduced from 7 to 0. The pupil very rarely puts their peg on 'Blue' zone anymore and when they do, they actively seek time to talk with the adults in their classroom. (SDQ scores Spring/Summer '21)

**Protective behaviours impact:**

Both pupils gave feedback saying that the sessions helped them. One pupil said they can now calm themselves down when they start to feel angry and that the sessions have helped them with their friendships. One pupil's SDQ scores in social difficulties have reduced from 4 to 2 and Emotional problems from 6 to 4 and Conduct problems from 4 to 1. Pro social scores from another child has improved from 3 to 7. (Pupil voice and SDQs in SEND folders).

## 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
Back on Track	Hertfordshire

## 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)

Other strategies that we are using that do not depend on Pupil Premium funding are:

Transition support: Y6 disadvantaged pupils meeting with the Head of the local Academy to discuss and ask questions about their secondary school.

Sourcing equipment for children to participate in sports - football boots, socks and shin pads.

Time to Talk speech and language and wellcomm support in the Early Years.

SOS Spelling.

Planning support - Early Years experienced Teacher with ECT