

Thomas Willingale School & Nursery

Pupil premium strategy statement

School overview School Year 2022/2023

Detail	Data
School name	Thomas Willingale School and Nursery
Number of pupils in school	School: 411 Nursery: 75 Total: 486
Proportion (%) of pupil premium eligible pupils	39
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Miss T. Phillips, Head Teacher
Pupil premium lead	Mrs L. Ford Richards/J.Burgess, Inclusion Manager
Governor / Trustee lead	Mrs R. Jenkins

School overview School Year 2022/2023

Detail	Data (as of March 2023)
School name	Thomas Willingale School and Nursery
Number of pupils in school	School: 412 Nursery: 78 Total: 490
Proportion (%) of pupil premium eligible pupils	156 children 32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021 – review published October 2022
Date on which it will be reviewed	March 2023/July 23
Statement authorised by	Miss T. Phillips, Head Teacher
Pupil premium lead	Mrs J. Burgess Inclusion Manager
Governor / Trustee lead	Mrs R. Jenkins

Funding overview School Year 2021/2022

Detail	Amount
Pupil premium funding allocation this academic year	£196,370
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£51,476
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	£269,451

Funding overview School Year 2022/2023

Detail	Amount
Pupil premium funding allocation this academic year	£214,220
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,023
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	£261,848

Part A: Pupil premium strategy plan

Statement of intent

This document forms part of the longer term strategy for supporting our disadvantaged pupils. This document sets out the spending plan of the Pupil Premium funding for 2021-2022 at Thomas Willingale School. However, we have planned that this strategy will continue to academic year 2024/2025. This is based on Department for Education (DfE) advice that longer term strategies are recommended for greater impact. We are committed to returning the academic performance of our pupils to levels that are the same or better as those prior to the Coronavirus pandemic. Alongside this, we are committed to investing in the cultural capital of our pupils to raise aspirations and life choices. Research by the Education Endowment Foundation (EEF) has found that disadvantaged pupils have been worst affected by the impact of the Coronavirus Pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. In order to recover from the impact of the Coronavirus pandemic on all pupils, including those from disadvantaged backgrounds, Thomas Willingale has adopted a systematic strategy, dedicated to improving outcomes and based on academic research.

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children. In Essex, we know that the performance of disadvantaged pupils is lower when compared to their peers (*Addressing Educational Disadvantage, Rowland, 2021*).

Levels are expected to fluctuate as a result of the Covid-19 pandemic (*Addressing Educational Disadvantage, Rowland, 2021*). The Recovery Funding and Pupil Premium Funding are intended to help schools to provide targeted support, based on research, to improve the life chances of children from disadvantaged backgrounds so that they can reach their full potential.

It is the intent of this strategy to support our Disadvantaged Pupils by following the 4 Core Elements identified by Marc Rowland, Unity Research and Essex County Council. These are:

- Relationships
- Language Development and Comprehension.
- Metacognition and Self Regulation.
- Social, Emotional and Mental Health.

These are interlinked with our “school drivers” which underpin our School Development Plan. The methods for supporting our pupils will be driven by research.

Those eligible for Pupil Premium funding at Thomas Willingale are significantly above that of the national average: 38% compared to 20.8% nationally. Support for our disadvantaged pupils is at the heart of our school community, asking ourselves “How does socioeconomic disadvantage impact on learning at Thomas Willingale?” and addressing those needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Impact of the Coronavirus Pandemic on the education and well being of our most disadvantaged pupils.</p> <p>Prior to the Coronavirus Pandemic, numbers of disadvantaged pupils were high. However, the impact of the Coronavirus Pandemic on families has seen the numbers of disadvantaged children in our school increase.</p> <p>As shown in national studies, our own school data also reflects that the impact of the pandemic on academic progress was greatest on our disadvantaged pupils. This means that we now have an attainment gap between these groups of pupils that is greater than that in many years. Some reasons for this included:</p> <ul style="list-style-type: none"> ➤ Home support impacts learning as may not have the resources at home. ➤ Parent ability to help. ➤ Oracy and vocabulary skills at home.
2	<p>Well-being of our pupils has been identified in our school community to have been impacted by:</p> <ul style="list-style-type: none"> ➤ Families struggling to afford food, leading to nutritional needs. ➤ Attendance at school affected. ➤ Lack of access to extra curricular activities. ➤ Lack of cultural capital e.g. holidays, trips to museums. ➤ Lack of opportunities to access exercise. ➤ Traumatic events experienced by some pupils at home during the pandemic. For example, witness to domestic abuse.
3	<p>Assessment and observations highlight underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2.</p>

	<p>Our pupils need to develop the oral skill set to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.</p> <p>Poor vocabulary impacts pupils being able to access the curricular content from starting school.</p>
4	<p>Assessment and observations highlight underdeveloped Reading and Phonic gaps among many disadvantaged pupils at starting points and those who are new. This has been impacted by the pandemic with lack of reading and writing opportunities at home and lack of role models for these skills. .</p>
5	<p>Assessment and observations highlight underdeveloped Writing gaps among many disadvantaged pupils. These are evident throughout the school. This has been impacted by the pandemic with lack of reading and writing opportunities at home and lack of role models for these skills.</p>
6	<p>Attendance.</p> <p>Prior to the coronavirus pandemic, our attendance of our disadvantaged pupils had improved due to rigorous monitoring. However, we have observed through our own data that attendance has decreased for some persistent absentees.</p>
7	<p>Link with Special Educational Needs.</p> <p>As identified by Rowand, Unity Research and Essex County Council (2021), <i>on average 20% of disadvantaged pupils have SEND. The proportion of White British boys is higher in Essex than nationally.</i></p> <p>Our school data reflects these trends. However, our percentage of disadvantaged pupils who also have SEND is slightly higher at 25.3% 61% of the children with SEND in the school are also disadvantaged.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils in all key stages.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
The Standard of reading and phonics across the whole school improves to levels similar to or above prior levels of achievement	Internal data shows improvement, for example, on PTE and rising star tests and Phonics Tracker for Year 1.

	Outcomes at end of Key Stage data at end of 2024/2025 data show that the gap between disadvantaged and non-disadvantaged pupils has narrowed.
The Standard of writing across the whole school improves to levels similar to or above prior levels of achievement	Internal data shows improvement, for example, on PTE and rising star tests. Outcomes at end of Key Stage data at end of 2024/2025 data show that the gap between disadvantaged and non-disadvantaged pupils has narrowed.
The Standard of Maths across the whole school improves to levels similar to or above prior levels of achievement	End of year data by end of 2024/2025 shows a narrowed gap between disadvantaged and non-disadvantaged pupils.
To continue to develop children's resilience, aspirations and independence in line with the school drivers.	Staff are all trained in Trauma Perceptive Practice and this is embedded as a core ethos of the school. Children have been taught CBT strategies. Families continue to be supported to access services such as food banks and hampers. Parents to begin to have further opportunities to learn about child mental health and strategies to support at home. Opportunities to support aspirations and life opportunities. Cultural capital is intervolved throughout the school curriculum. All children have Enrichment passports to support obtaining these experiences. Children's physical and mental health is good by providing numerous sporting opportunities and mental health support.
To ensure attendance and attitude to learning of all children is good.	Attendance of all children has improved. Children's aspirations/cultural capital in line with the school drivers are evident in pupil views. Children have the appropriate language to express themselves and supports their cultural capital.

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: £ 143,492

Activity	Evidence that supports this approach	Challenge number(s) addressed And progress towards- March 23
<p>Ensure vocabulary is taught explicitly and modelled in all lessons</p> <p>Ensure plentiful opportunities to support children's Oracy</p>	<p>As an ongoing assessment of children's learning, key areas have been identified as priority following the national lockdowns, including language development and comprehension.</p> <p>This year, in addition to our existing early assessment and intervention programme in EYFS, we aim to improve these areas by concentrating on vocabulary in class for all year groups.</p> <p>Recent work on addressing educational disadvantage states that language is the key to accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together and in developing relationships with adults and peers. Unfortunately, the same recent work also found that there is a 27% language gap at age five between the lowest income quintile and the highest.</p> <p>From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families and this talk gap between the ages 0-3 year – not parent education, socio-economic status, or race – explains the vocabulary and language gap at age 3 and the reading and math achievement gap aged 10. (The</p>	<p>1 – 5 & 7</p> <p>Key vocabulary for themes is pre-taught and is also available for parents and children to see in the 'Knowledge Organisers' on the school's website.</p> <p>Key theme vocabulary is displayed in classrooms.</p> <p>Every classroom has a Magpie wall.</p> <p>All teacher's read a book at the end of the day to their children. These books are deliberately chosen so that they are challenging for the children and new vocabulary can be discussed.</p> <p>The first reading lesson each week is vocabulary focused. Children learn new vocabulary/ meanings which they then use to help them understand the comprehension they will receive in the</p>

	<p>achievement gap in reading, edited by Rosalind Horowitz and S. Jay Samuels, p. 151.</p> <p>Within the EEF Teaching and Learning Toolkit Oral Language Intervention was rated as a strategy with one of the greatest impacts. Adding approximately 6 months to learning.</p>	<p>last of their reading lessons.</p> <p>From lesson observations it has been noted that teachers always discuss new vocabulary with children and also ask them to pronounce the words.</p> <p>Again, from carrying out observations, we have seen all teachers asking their children to read aloud – choral reading, echo reading, reading to their partners and reading aloud on their own.</p> <p>Oracy is one of our curriculum drivers. This means that when teachers plan lessons, oracy is always an important feature of the lesson. Children talk to their partners, they talk when working in groups and there are always lots of opportunities for children to speak and have discussions during lessons.</p>
<p>Introduction of new marking and feedback policy to support metacognition.</p> <p>CPD to teachers and Learning Support Assistants on metacognition.</p> <p>Development of whole school progression framework.</p>	<p>Marking and Feedback Policy is based on research from EEF where verbal feedback supports pupils understanding. Teachers recording the marking in a marking book to inform their teaching for the next lesson, ensuring misconceptions are addressed.</p> <p>All teachers receiving on going CPD on feedback and questioning using the Walk Thru books - Rosenshine's Principles.</p> <p>All subject leader teams have an overview on the development of their subject throughout the school. Enabling subjects to link together and develop skills such as reading, vocabulary and writing within each subject area.</p>	<p>1 – 5 & 7</p> <p>Teachers use their marking and feedback books during / after each lesson. Monitoring has shown that teachers record next steps, overviews of the lesson, which children were supported / why, who did particularly well and also if some children need extra support their names are recorded.</p>

	<p>This activity focuses on our high expectations of all pupils. Children and parents will have the overview of their own learning as part of a Crucial Content / Knowledge Organiser to further strengthen the working relationship between home and school.</p> <p>Thomas Willingale school is committed to encouraging children to become life-long learners and metacognition supports this. The Faculty of Education at Cambridge University states in its paper titled What are the benefits of metacognition? That 'metacognition can boost your academic performance because in a way what it does is that it develops a teacher within yourself.' The recent work on addressing educational disadvantage from Rowland (2021) states that 'it is important for teachers to explicitly teach metacognitive skills' and outlines this area as a core part of any Pupil Premium strategy. The EEF rates metacognition as having the greatest impact on pupils.</p>	<p>During staff meetings, the Walk Thru books have been read and discussed. Teachers then incorporate what they have learnt into their lessons and this has been commented upon during lesson observations.</p> <p>All teachers are aware of and understand the subject progression maps. These are used by the teachers when planning so that they know what the children have been taught previously and the sticky knowledge they should expect their children to have. Pupil voice surveys have started to show how well children have learnt their sticky knowledge.</p>
<p>Staff CPD on our Disadvantaged Strategy. Our school linked with the Harlow Educational Consortium Disadvantaged Strategy. Staff CPD using Walk Thru books from Rosenshine's Principles.</p>	<p>This partnership enables our school to have access to up-to-date research and training to feed directly back school to adapt our practices to support each of the Four Elements highlighted by Rowland and Essex County Council.</p> <p>Quality First Teaching enables all children to learn.</p>	<p>1 – 7 Teachers from our school have recently attended a range of CPD courses. These have included reading courses, computing, SL training, courses relating to absenteeism and how to support a child who doesn't want to attend school / how we can support them within school.</p>

<p>Whole School Trauma Perceptive Practice (TPP) CPD.</p> <p>2 Members of the Senior Leadership Team to receive TPP Train the Trainer. All staff members will be trained in TPP over academic years 2021/2022 and 2022/2023.</p>	<p>SEMH and Relationships are 2 of the 4 core elements set out by Rowland and Essex County Council.</p> <p>'People not programmes change people' Bruce Perry (2017), Senior Fellow of the Child Trauma Academy, Houston, USA</p> <p>Trauma and neglect interfere with a child or young person's capacity to successfully engage in learning – whether this is an infant learning how to feed and sleep, a toddler learning how to explore the world through play, or a child learning to read and relate to peers, a young person to consider their further education options or transition into the working environment. It has the ability to shatter a child or young person's sense of feeling safe, stability and innocence. It crushes their ability to trust the one thing they have an innate need to do which is to form a connection to another human being.</p> <p>Trauma Perceptive Practice (TPP) has been put together in order to develop educators' knowledge, explore attitudes, and develop the skills and habits required to effectively support vulnerable children and young people. It includes:</p> <ul style="list-style-type: none"> • developing an understanding of how individuals, families and communities can be affected by the relationship between early life stress and trauma. • identifying and incorporating new ways of responding helpfully to children and young people. • developing and using more helpful and supportive language when talking 'to' and 'about' children and young people's communicating behaviours. <p>TPP has been written for childhood educators in order to understand and subsequently know how to help all children and young people. This is explored through concepts in psychology and neuroscience related</p>	<p>1-7</p> <p>We are a TPP school. All teachers have now been trained and the LSAs will have their last session next Wednesday 29th March. After this, one of the trainers is going to learn how to share TPP with families. Also, we are looking into booking a TPP restraint reduction course.</p>
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	<p>to attachment, neurobiology and the impact of trauma on brain development and learning. Becoming Trauma Perceptive encourages us all to think and act more boldly, through our values, policies and practice. This is vital in helping us to understand how to effectively support children and young people in our schools and beyond, whilst enabling us to create safe places where all can flourish, become resilient and learn.</p>	
<p>Pupils are taught strategies to promote positive mental health.</p> <p>Children are supported in a lesson a week to develop strategies for CBT and Emotional Literacy and Regulation.</p> <p>Staff are taught strategies to promote mental health and well being.</p> <p>Allowing additional time for disadvantaged pupils to meet with their teacher to discuss their learning.</p>	<p>Ensuring all children are 'emotionally' ready for learning is vital. The Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil's progress by 3 months and SEMH appears as a core value in recent work by Rowland and Essex County Council. Further to this, Maslow's Hierarchy of Needs states that emotional wellbeing (including feeling belonging) is key (after physiological and safety needs) to motivating humans.</p> <p>Embedding emotional support as part of a school ethos is essential. EEF highlights that relationships have the greatest impact on learning. Structures for this are important. This is not sustained by personalities alone but by the systems and structures in place to develop this in the long term.</p>	<p>1-7</p> <p>MIND have been running 'Brain Buddy' sessions with years 4 and 5. These sessions are about mental health and have been well received. During the final session with year 4, parents were invited to hear what they had been learning about and watch as each child was presented with a certificate. We expect that Year 6 will also receive this training during the summer months, after SATS.</p> <p>Ignition Arts have also been into school, again to talk about mental health. They have been in on 3 occasions and each lesson appears to be great fun, but also</p>

		<p>contains some powerful learning.</p> <p>Each week, teachers spend time with their pupil premium children. Examples of what this time is used for are: going over learning which might have been tricky for the child or pre-teaching.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 87,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work.	In the 2019 EEF Guide the Pupil Premium, it is noted that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' Within the EEF Teaching and Learning Toolkit Feedback was rated as a strategy with one of the greatest impacts. Adding approximately 6 months to learning.	1 – 5 & 7
To provide opportunities for one-to-one and small group tuition.	Government advice has been to help pupils to "recover" with use of tuition. Tuition was rated highly by the EEF Teaching and Learning Toolkit.	1-5 & 7
A range of targeted interventions are	In the 2019 EEF Guide the Pupil Premium, it states that 'evidence	1 – 5 & 7

<p>provided to support identified need.</p> <p>Speech and language support, including WellComm.</p> <p>Home Work Club is provided for identified pupils to give them additional support with learning after school.</p>	<p>consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</p> <p>The language gap and links to socio economic disadvantages are well documented.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on enrichment beyond the curriculum – to provide a range of opportunities for all children by:</p> <p>providing educational visits.</p> <p>Clubs.</p> <p>Uniform.</p> <p>Food (bagels, hampers and food bank).</p> <p>Aspirational days, including off-site learning programs e.g. Forest Schools.</p> <p>Male Role Models including our Sports Coaches and Academic Mentor.</p>	<p>Investment in the Cultural Capital of our pupils to enhance opportunities for pupils.</p> <p>Additionally supporting the 4 Core Elements.</p> <p>Maslow's Hierarchy of Needs states that emotional wellbeing is key to motivating humans. For this reason, at Thomas Willingale, we believe that no child should feel different due to a lack of uniform, food, PE kit or financial ability to go on a school trip.</p>	1-7
<p>To support the attendance of targeted pupils by working with parents and outside agencies. Good attendance is rewarded in school.</p>	<p>To be able to access the extensive opportunities for pupils, there needs to be good attendance to school. Poor attendance to school is clearly documented to have a negative impact on life chances.</p>	6
<p>To obtain Silver Young Carers award.</p>	<p>By achieving this award we are working on strengthening our awareness of this</p>	1-7

	vulnerable group and ensuring that the necessary interventions and support are in place. This links back again to our Core Elements.	
To target parents and children for specific intervention for mental health. Working with MiND and our Educational Psychologist.	<p>Linked to research by MiND, TPP and EEF, mental health is essential to support children to learn.</p> <p>Working with families to understand the factors that impact on child mental health is essential to tackle these factors rather than counselling or play therapy alone.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation has found that favourable parental involvement can accelerate children's progress by 3 months. In addition, the importance of relationships is a core value in recent work (Rowland, 2021). For this reason, at Thomas Willingale we want to nurture working relationships with parents and support them to encourage their child's educational journey</p>	1-7

Total budgeted cost: £269,451

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 to 2022 academic year.

Aim: Improved oral language skills and vocabulary among disadvantaged pupils in all key stages.

Outcome:

Use of Welcomm assessment is in place.

Relevant children are supported by speech and language support. Speech and language provision is included within provision plans.

Pupil Premium release time is used to ensure that teachers can spend time with children to discuss their learning.

The new marking policy is in place.

Staff meetings have been used to discuss Walk Thru books.

Crucial Content planners have been written by class teachers.
We are engaged within the HEC Disadvantaged Strategy. This academic year has focussed on the following elements:

Relationships, Oracy and Metacognition.

Aim: The Standard of reading and phonics across the whole school improves to levels similar to or above prior levels of achievement

Outcome:

All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work. Teachers spend time with children each week to discuss their learning.

Tuition has taken place this year to support vulnerable pupils.

Provision Plans highlight the interventions in place for targeted pupils. This includes any speech and language provision.

Home work club has been offered free of charge to identified disadvantaged pupils.

KS1 Data: The progress gap in all areas between PP and non PP is beginning to narrow.
End of KS2 Data: Pupil premium data – there is a significant gap between PP and Non PP children. Following covid this gap grew initially but this gap has now halved since the end of Year 5.

Aim: The Standard of writing across the whole school improves to levels similar to or above prior levels of achievement

Outcome:

All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work. Teachers spend time with children each week to discuss their learning. Tuition has taken place this year to support vulnerable pupils.

Provision Plans highlight the interventions in place for targeted pupils. This includes any speech and language provision.

Home work club has been offered free of charge to identified disadvantaged pupils.

KS1 Data: The progress gap in all areas between PP and non PP is beginning to narrow.
End of KS2 Data: Pupil premium data – there is a significant gap between PP and Non PP children. Following covid this gap grew initially but this gap has now halved since the end of Year 5.

Aim: The Standard of Maths across the whole school improves to levels similar to or above prior levels of achievement

Outcome:

All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work. Teachers spend time with children each week to discuss their learning. Tuition has taken place this year to support vulnerable pupils.

Provision Plans highlight the interventions in place for targeted pupils. This includes any speech and language provision.

Home work club has been offered free of charge to identified disadvantaged pupils.

KS1 Data: The progress gap in all areas between PP and non PP is beginning to narrow.
End of KS2 Data: Pupil premium data – there is a significant gap between PP and Non PP children. Following covid this gap grew initially but this gap has now halved since the end of Year 5.

Aim: To continue to develop children's resilience, aspirations and independence in line with the school drivers.

Outcome:

We are engaged within the HEC Disadvantaged Strategy. This academic year has focussed on the following elements:

Relationships, Oracy and Metacognition.

Two members of SLT have had Trauma Perceptive Practice (TPP) Train the Trainer training. Delivery of this to class teachers and LSAs is underway.

Uniforms have been provided for pupils this year. Cereals have been given to every family. Food hampers are given out to targeted families. All children have the opportunity for a morning bagel.

We have one pupil who is currently accessing a Rural Studies program off site for 1x day a week for a block of sessions.

Male role models are in school.

Educational Psychologist parent sessions have taken place. Positive feedback given from those who attended. We have continued to support the funding of trips and events to support the cultural capital of our pupils.

We have obtained support for our school from MIND. MIND referrals have taken place. Four parents have worked with MIND since January 2022. This is the maximum able to work 1:1 with MIND at a time. The sessions are a block of approximately 6-8 weeks. Feedback from these sessions has been extremely positive.

Our school therapist has continued to work with targeted children.

Our family school co-ordinator continues to support targeted children.

The Inclusion Manager has completed the Senior Leaders Mental Health Leadership Award and shares strategies to support mental health with our school community.

We have obtained the Silver Attachment Awareness Award and will begin work on the Gold Award in 2022/2023 academic year.

Aim: To ensure attendance and attitude to learning of all children is good.

Outcome:

Teachers spend time with children each week to discuss their learning. All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work.

We currently have 157 PP children. Of these, 39 are Persistent Absentees as of this term. 13 of the PA children are a cause for concern and the Education Welfare Officer is aware and has had input by either letters or meetings. The others are being closely monitored to ensure their attendance does not drop further. Attendance is appropriate overall. Persistent absenteeism is being address for particular families. This is a focus for academic year 2022/2023.

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
WellComm	GL Assessment
Toe-by-Toe	Cowling
Power of 2 / Plus 1	Sharp
6's & 7's	

Further information (optional)

Research Sources:

Marc Rowland, Unity Research School and Essex County Council (2021) Addressing Educational Disadvantage in Schools and Colleges

Education Endowment Foundation.

Closing the Vocabulary Gap, Quigley (2018).

The achievement gap in reading, edited by Rosalind Horowitz and S. Jay Samuels, p. 151. (2018)

A Theory of Human Motivation. Maslow, (1943)

Trauma Perceptive Practice, (2021)

Our School Curriculum Drivers (for all pupils):

Positive Growth – to instil a positive mind set which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

Oracy – to ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.

Environment /Community – Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.

Independence – Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.