

Proud to be a part of the Royal Wootton Bassett Trust Academy

The Wellington Primary Schools

# PUPIL PREMIUM REPORT

2021 - 2022



## 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	Wellington Eagles Primary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 of 3 2021/2022 to 2024/2025
Date this statement was published	6th December 2021
Date on which it will be reviewed	1st September 2022
Statement authorised by	Mrs C Addis
Service pupil premium lead	Mr J Bailey
Governor / Trustee lead	Mr L Price

## FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,500
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	£23,505

## **PART A: SERVICE PUPIL PREMIUM STRATEGY PLAN**

### **STATEMENT OF INTENT**

At Wellington Eagles, we want to close the disadvantaged attainment and progress gap by providing additional targeted resources for disadvantaged learners and improving the quality of education for all learners.

Additionally, we believe that every child deserves a rich and varied education and that we, as a school, should strive to provide as many opportunities as we can in order for our children to succeed. We recognise that, in order to provide high quality education to all our children, additional interventions and provisions are required for those for whom we receive Pupil Premium funding and Service Premium funding.

The strategy laid out in this report aims to achieve this by providing staff with training to ensure pupils are accessing high quality first teaching, providing purposeful resources, subsidising costs of education visits and providing opportunities for disadvantaged pupils that they usually would not have access to. Additionally, we aim to provide each class with an additional adult in the mornings to provide support for our pupils. In the afternoon, these adults will be used to provide key interventions for targeted pupils.

We want our disadvantaged learners to have the best possible education whilst providing them with a range of wider opportunities.

## CHALLENGES

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

Challenge number	Details of challenge
1	Our assessments, observations and discussions with staff have identified that large gaps in skills and knowledge have formed within our disadvantaged pupils from the impact of nationwide lockdowns. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and discussions with staff show that disadvantaged pupils have low attainment across the core subjects (Reading, Writing and Maths).
3	Observations and discussions with staff and pupils show that pupil engagement and the resilience of disadvantaged pupils is low.
4	Observations and discussions with staff indicate that parental support and engagement (reading at home, visit/visitor uptake) is low for our disadvantaged pupils.
5	13% of our disadvantaged pupils are on the SEND register. Our assessments and observations of these pupils indicate that extra provisions are needed to support them with their learning.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the nationwide lockdowns to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

## 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
Gaps in disadvantaged learners learning are addressed	<ul style="list-style-type: none"> <li>• Gaps identified tracked (NC objectives) and planned for.</li> <li>• High quality first teaching in place and monitored through regular learning walks.</li> <li>• Focus groups / interventions in place to catch pupils up.</li> <li>• Assessment used to monitor effectiveness of teaching and learning.</li> <li>• Accelerated progress is visible.</li> </ul>
Higher attainment across the core subjects (Reading, Writing and Maths) through improved quality first teaching	<ul style="list-style-type: none"> <li>• Diminished gap between disadvantaged and non-disadvantaged learners.</li> <li>• Disadvantaged learners in line with the national average of pupils meeting age-related expectations.</li> <li>• High quality first teaching in lessons monitored through regular learning walks.</li> <li>• Lessons are planned to a high standard.</li> <li>• Book scrutiny used to monitor quality of teaching and learning.</li> <li>• Assessment used to monitor effectiveness of teaching and learning.</li> <li>• Disadvantaged learners working within focus groups / interventions.</li> <li>• Increased parental engagement in reading and home learning.</li> <li>• Teachers can confidently discuss the needs of disadvantaged pupils in their pupil progress meetings.</li> <li>• KS2 outcomes by 2024/25 show that 100% of disadvantaged pupils are making expected progress. 70% are meeting age related expectations.</li> </ul>

<p>Engaged, confident and resilient learners</p>	<ul style="list-style-type: none"> <li>• Gaps identified tracked (NC objectives) and planned for.</li> <li>• High quality first teaching in place and monitored through regular learning walks.</li> <li>• Focus groups / interventions in place to catch pupils up.</li> <li>• Assessment used to monitor effectiveness of teaching and learning.</li> <li>• Accelerated progress is visible.</li> </ul>
<p>Higher attainment across the core subjects (Reading, Writing and Maths) through improved quality first teaching</p>	<ul style="list-style-type: none"> <li>• Improved outcomes for disadvantaged learners.</li> <li>• An embedded and engaging curriculum which encourages the 'curious child'.</li> <li>• School values are taught through class and assemblies.</li> <li>• Opportunities for disadvantaged learners to show off their work in class in order to build confidence.</li> <li>• Lessons are engaging and the use of a hook engages learners and sparks their curiosity.</li> <li>• PSHE and visitors used to cover aspirations alongside regular discussions around life aims and goals.</li> <li>• A large uptake to a wide range of opportunities made available to disadvantaged learners so that they can gain new experiences.</li> <li>• Disadvantaged learners to be encouraged to take risks and learn from their mistakes in order to develop their resilience.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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: £19,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is at least good and often outstanding in every classroom every day. Teacher and teaching assistant development through CPD. Needs to be identified through learning walks, book scrutiny, professional dialogue and addressed through performance management. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited. – EEF (Education Endowment Foundation)</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. – EEF</p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. - EEF</p>	<p>1, 2, 3, 5</p>

<p>Continued development of subject leaders and the school's curriculum through an outside consultant (TT Education). We will purchase resources and fund ongoing teacher training and release time.</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited. – EEF</p>	<p>1, 2, 3, 5</p>
<p>Teaching assistants working within classes for core subjects under the direction of class teachers. TAs to develop pupil independent learning skills and provide one-to-one and small group support.</p>	<p>Results from observations made as part of the DISS project confirm teachers' views that TAs had a positive effect in terms of reducing disruption and allowing more time for teachers to teach. - EEF</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. - EEF</p>	<p>1, 2, 3, 5</p>
<p>Development of effective staff feedback to pupils. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>1. Providing feedback is a 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. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). - EEF</p>	<p>1, 2, 3, 4, 5</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. - EEF</p>	<p>1, 2, 3, 5</p>
<p>Purchase of standardised diagnostic assessments for Reading and GPS. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 5</p>

## TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS)

Budgeted cost: £2,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to provide targeted interventions, which are to be identified through assessments, CAPs meetings and discussions with the Inclusion Team.</p>	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. - The EEF</p> <p>Although the majority of TA-delivered interventions showing positive effects involve one-to-one instruction, small group approaches also show promise, with similar impacts observed compared to one-to-one interventions. Although further research is needed, this suggests it may be worth exploring small group interventions as a cost-effective alternative to delivery on a one-to-one basis. – EEF</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. - EEF</p>	<p>1, 2, 5</p>

<p>Targeted 1:1 reading in school to ensure disadvantaged pupils are having a regular opportunity to read to an adult.</p> <p>Questioning from the adults will provide much needed comprehension skills development.</p> <p>Use of Accelerated Reader to provide a diagnostic for pupils. Additionally, to identify the correct reading levels for pupils and provide relevant assessments.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. - EEF</p>	<p>1, 2</p>
<p>Targeted 1:1 and/or small group interventions through additional boosters to address gaps created in disadvantaged pupil's learning because of the nationwide lockdowns.</p>	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. - EEF</p>	<p>1, 2</p>
<p>Purchase of online tracking and assessment tool to allow leaders and teachers to monitor and track pupil assessment.</p>	<p>Pupils progress at different rates so regular monitoring and assessment is important to minimise misallocation and ensure challenge for all pupils. - EEF</p>	<p>1, 2, 3, 5</p>

## WIDER STRATEGIES

(FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: £1,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for extracurricular activities, enrichment and rewards.</p> <p>Implementation of Children's University to provide a range of opportunities to disadvantaged learners.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. – EEF</p> <p>EEF funded this project to test whether extra-curricular activities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working. There is a growing appetite to understand whether activities like these can promote improved outcomes, and there is also evidence that children from disadvantaged backgrounds are currently less likely to participate in these types of activities. This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before we can be confident that the results apply to other schools, but they provide initial evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes. - EEF</p>	<p>3, 4, 6</p>

<p>Reading provision for disadvantaged learners to increase the children's love of reading. Book in a box programme. Reading workshops for parents.</p>	<p>Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy. Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. - EEF</p>	<p>2, 3, 4, 6</p>
<p>Contribution towards swimming lessons provided by the school.  Subsidies and financial support for children eligible for the pupil premium grant. Contributions to be made in order for them to take part in school events (visits, visitors, extra curricular clubs etc)</p>	<p>The breadth of life experiences gained from extra-curricular activities, covering the range of sporting, musical and artistic domains, represent valuable opportunities in themselves, irrespective of any measurable educational or labour market outcomes. – Social Mobility Commission</p>	<p>3, 4, 6</p>
<p>Parent/Teacher workshops – opportunities for parents to come in and see how and what is being taught across the school.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. - EEF</p>	<p>4</p>

Total budgeted cost: £23,505

## **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 2019 to 2021 academic year.

During both the academic years that this impact statement refers to, the country experienced two nationwide lockdowns (as a result of the Covid-19 pandemic), which saw the closure of schools for all but the children of key workers, and then later on, those who were deemed as disadvantaged.

This caused many complications with the planned strategies. Due to the cancellation of statutory assessments, it also meant that there were no new national benchmarks to measure against. Teachers have had to use their own judgements alongside summative assessment materials to provide teacher assessments. In addition to this and despite best efforts, not all pupils were able to access online learning and there were different levels of engagement from other pupils, which has resulted in further gaps.

Originally, Reading, Maths and Science in Key Stage 1 and Reading, Maths and GPS in Key Stage 2 were our main targets for 2019-2020 and then 2020-2021. We had planned to implement new initiatives in both to ensure that we give all our children the opportunity to reach their full potentials.

We track pupils' progress using Insight Tracking and we monitor progress regularly to ensure we implement interventions and support where necessary. Using Insight Tracking, we can personalise groups carefully to ensure we have a clear and robust understanding of the achievement of our Pupil Premium children. The allocation of specific TAs to boost achievement alongside the development of all our staff to provide high 'quality first teaching', help us to ensure we are meeting the needs of our Pupil Premium children.

Our attendance and welfare officer works closely with families regarding attendance and we will continue to work hard with families to ensure that attendance levels remain high.

Below are the RAG rated objectives from the previous strategy.

<b>Objective 1: To provide all children with high 'quality first teaching' (especially those eligible for PP funding) through well-planned lessons, an engaging curriculum and staff CPD and management.</b>	
<b>Interventions</b>	<b>Impact</b>
<p>Staff CPD – Each member of staff (SLT, Teachers and Support Staff) were enrolled on a variety of different courses with the aim to improve 'quality first teaching'. Courses included coaching, NPQs and outstanding teaching programmes.</p> <p>Development of the core subjects via subject leads. This involved joining local Maths and English Hubs. Purchasing new resources. Additional training for staff.</p> <p>Development of the school's curriculum through a consultant to ensure all national curriculum objectives are being delivered and that the curriculum is engaging and purposeful for all.</p> <p>Purpose of the above was to provide all pupils (especially those eligible for the PP funding) with high 'quality first teaching'.</p>	<p>Evidence from learning walks (20/21) that the quality of teaching has improved.</p> <p>It is evident that teachers are using the training they have been provided with. Staff have delivered training sessions to other members of staff to pass on the skills they have learned.</p> <p>Links with the Maths Hub and English Hub have shown gaps in teaching and resources. Training has been provided and/or planned to fill these gaps. Resources have been purchased and organised in order for children to maximise their learning. Due to COVID, impact of this cannot be measured at this current time.</p> <p>The school's curriculum has been developed and subject leaders have provided clear overviews of their subjects. The impact of this is that teachers are more confident on what they have to deliver and that lessons will be purposeful and link to the national curriculum. The impact on pupils (especially disadvantaged pupils) will come the following year as the curriculum becomes embedded.</p>

**Objective 2: To have no difference in attainment between disadvantaged learners and those non-disadvantaged learners in Reading, Writing and Maths (Diminished difference).  
To have disadvantaged learners make the same level of progress as their non-disadvantaged peers.**

Interventions	Impact
<p>Teaching assistants employed to provide support in lessons and provide interventions in the afternoons.</p> <p>Small group targeted interventions. Focus on small numbers of students such two, three, four or five. The aim is to provide support for pupils who require intervention to make accelerated progress. A key focus was on Reading, Maths and Science in KS1 and Reading, Maths and GPS in KS2.</p> <p>Summative assessments bought in to allow tracking of pupil progress and attainment. Assessments also used by teachers to identify gaps within the pupil's learning.</p> <p>Teachers to provide quality marking and feedback to disadvantaged learners. Disadvantaged learners to have conferencing time allocated.</p>	<p>Due to COVID-19 there have been no statutory assessments with the exception of the Year 2 phonics check in Autumn 2020.</p> <p>Due to the impact of the nationwide lockdown, many of the planned interventions were unable to take place.</p> <p>Attainment:</p> <p>KS1 % Difference (Non vs Dis)            Reading: -56%            Writing: -29%            Maths: -25%</p> <p>KS2 % difference (Non vs Dis)            Reading: -20%            Writing: -9%            Maths: -22%</p> <p>Progress:</p> <p>KS1 % Difference (Non vs Dis)            Reading: -19%            Writing: +17%            Maths: -23%</p> <p>KS2 % Difference (Non vs Dis)            Reading: 0%            Writing: +7%            Maths: +2%</p> <p>Impact from the previous year is difficult to measure due to results being teacher assessments and the massive interruptions that the lockdowns caused to face-to-face learning.</p> <p>Reading (EXS+)            Spring: 29%            Summer: 43%      14% boost</p> <p>Writing (EXS+)            Spring: 0%            Summer: 43%      43% boost</p> <p>Maths (EXS+)            Spring: 14%            Summer: 43%      29% boost</p>

**Objective 3: To have clearly defined system for small group interventions and nurture with identified pupils to improve outcomes in all subjects.**

<b>Interventions</b>	<b>Impact</b>
<p>Teaching assistants employed to provide support in lessons and provide interventions in the afternoons.</p> <p>Time allocated to TAs in the afternoon to support disadvantaged pupils with any misconceptions/mistakes made in their core lessons.</p> <p>Specialised interventions (speaking and listening, cognitive, social and emotional) take place in the afternoons to address various needs.</p> <p><b>CATCH-UP</b> Additional support staff were employed to solely focus on student catch-up. Interventions were ran throughout the day.</p>	<p>Interventions were resourced and ready to run – Impact will be seen in the next academic year once children have had a full round of interventions and no interruptions.</p> <p><b>Catch-Up</b> Despite the gap in attainment, catch-up interventions were largely successful in KS1. It can be seen that these children were making more progress than their peers in Writing and Maths. The gap between their peers in Reading was very small (see above data).</p> <p>Interventions for KS2 will be evaluated as the gaps in progress were still large (see above data).</p> <p>Disadvantaged pupils were invited in for face to face lessons during the second nationwide closure of schools.</p>

**Objective 4: To have resilient children developing confidence through activities relating to school values and improved approaches to learning and academic aspiration.**

Interventions	Impact
<p>Swimming lessons provided to children.</p> <p>Extra-curricular clubs arranged through the school by staff.</p> <p>Coaches (Active 360) within school time to deliver rugby training for pupils.</p> <p>Extra-curricular clubs provided by external providers.</p> <p>A variety of subsidised (and paid) educational visitors and visits.</p> <p>Development of character education within the school setting.</p>	<p>Due to COVID-19 and the nationwide lockdown, many of the planned additional activities for 2019/20 and 2020/21 were unfortunately impacted upon.</p> <p>Up until March 2020, Year 5 pupils had the opportunity to go swimming. Planned swimming sessions for other year groups were cancelled due to the temporary closure of the leisure centre.</p> <p>From March 2020, extra-curricular clubs and educational visits were postponed until 2021/22 academic year.</p> <p>Active 360 provided sports coaching during 2020/21 with the exception of the short remote learning period (Jan-Mar). Years 1-6 all had the opportunity to have coaching lessons. Feedback from pupils was highly positive.</p> <p>With the addition of the remote learning provided by teachers, disadvantaged pupils had access to a wealth of resources through the school's learning hub (accessed via the website).</p> <p>All disadvantaged pupils were provided with a digital device – additional devices were provided if there was more than one child in the family needing a device (DfE only provided one per family).</p> <p>As well as delivering disadvantaged pupils' free school meals, each family was offered a food hamper up until the introduction of vouchers.</p>

## 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

## SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

Objective 1: Children who are new to the school are quickly assessed in order for teachers to plan accordingly. Interventions will be put into place to address gaps in learning, which can have a detrimental social and emotional impact. Historic attendance data will be used to identify pupils for early attendance interventions.	
Interventions	Impact
<p>High 'quality first teaching'.</p> <p>A range of interventions in place to meet the needs of the pupils (speaking and listening, cognitive, social and emotional).</p> <p>Interventions focusing on Reading/Writing in KS2.</p> <p>Assessment materials available for the assessment of new pupils. Assessment tools use to track pupils and their gaps.</p> <p>Development of the school's curriculum offer.</p>	<p>The nationwide lockdowns had a huge impact on the pupils. The period of remote learning made it difficult to assess new pupil's gaps and provide the necessary interventions. Interventions and catch-up took place when back in school.</p> <p>Attainment:</p> <p>KS1 % Difference (Non vs SPP)            Reading: +25%            Writing: +23%            Maths: +18%</p> <p>KS2 % difference (Non vs SPP)            Reading: -5%            Writing: -7%            Maths: -3%</p> <p>Progress:</p> <p>KS1 % Difference (Non vs SPP)            Reading: -13%            Writing: -8%            Maths: +6%</p> <p>KS2 % Difference (Non vs SPP)            Reading: +13%            Writing: +19%            Maths: +20%</p> <p>Although the differences are favourable, pupils were still not meeting national results. However, there is a clear boost to attainment between Spring (return to school after remote learning) and Summer of 2021. All results are based on teacher assessments backed up by the schools chosen summative assessments.</p> <p>Reading (EXS+)            Spring: 42%            Summer: 62%      20% boost</p> <p>Writing (EXS+)            Spring: 29%            Summer: 51%      22% boost</p> <p>Maths (EXS+)            Spring: 34%            Summer: 64%      30% boost</p>

**Objective 2: To have pupils receiving pastoral support through ‘Thrive’ trained staff in order to help them access their learning.**

**To have improved attitudes to learning and a greater understanding of the importance of education leading to increased aspirations. Jigsaw will be used to cover aspirations and regular discussions and aims/goals. Resilience will be built and confidence developed through education of the school’s values and allowing pupils to take risks and learn from their mistakes.**

Interventions	Impact
<p>Thrive resources and training for staff.</p> <p>Thrive assessments and thrive sessions with lead practitioners.</p> <p>Camo club for children whose parents are deployed.</p> <p>In house behaviour specialist. This member of staff will work with pupils to better their behaviours and attitudes. They will also work with staff to ensure the behaviour policy is being following, de-escalation strategies are in place, team-teach, support plans are drawn up and they will provide workshops.</p> <p>Development of the PSHE curriculum.</p> <p>Covid-19 – Introduction of a ‘reconnection’ programme. The programme is to enable children relearn learning behaviours after being out of school for a long period. It was also developed with their wellbeing and mental state in mind.</p> <p>Pastoral support for parents.</p>	<p>Thrive assessments were completed however Thrive sessions could not take place due to school Covid-19 procedures. Assessments and sessions will be renewed for the next academic year.</p> <p>Camo club ran from Sept 2019 to March 2020. The club was successful (as determined by pupil voice). Unfortunately, Covid-19 meant that the club had to be postponed.</p> <p>The classroom environments were calm and the majority of pupils were engaged.</p> <p>The number of service children with behaviour incidents pupils decreased dramatically.</p> <p>PSHE lessons were taught regularly and staff were confident in delivering these sessions.</p> <p>Attendance of military pupils was above/around national. Spring: 97.4% Summer: 96%</p>

## **FURTHER INFORMATION (OPTIONAL)**