

Ecclesfield Primary 3 year Pupil Premium Strategy Statement 2019-22

Summary information					
School	Ecclesfield Primary				
Academic Year	2021-22	TBC		Date of most recent annual PP Review	22.7.20
	2020-21	Total PP budget (anticipated)	£151,000		
	2019-20	Total PP budget	£147,940		
Total number of pupils	411	Number of pupils eligible for PP	95 (23%)	Date for next internal annual review of this 3 year strategy	31.7.21
Schools Strategy Lead	Rachael Binns		Lead Governor	Alison Warner	

Attainment for the academic year 2018- 2019

The % of Pupils reaching the expected standard at the end of KS2 2020	<i>Pupils eligible for PP/all pupils</i>	<i>Pupils not eligible for PP (other national) average)</i>	National <i>Averages for all pupils/PP pupils</i>
Reading	<u>69%/74%/73%</u>	<u>76%</u>	73%/58%
Writing	<u>69%/79%/77%</u>	<u>81%</u>	78%/63%
Mathematics	<u>77%/88%/86%</u>	<u>82%</u>	79%/63%
Reading, writing and mathematics combined	<u>54%/63%/61%</u>	<u>68%</u>	65%/47%

There is no mandatory? attainment data for the academic year 2019-2020 at the direction of the government (March)

The % of Pupils reaching the expected standard at the end of KS2 2020	<i>Pupils eligible for PP/all pupils</i>	<i>Pupils not eligible for PP (other national) average)</i>	National <i>Averages for all pupils/PP pupils</i>
Reading			

Writing			
Mathematics			
Reading, writing and mathematics combined			
Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	<p>KS1 results 2019-Despite the gap closing in reading, writing and maths compared to the previous year, attainment for pupils eligible for PP remains lower than other pupils in reading, writing and maths and is below national averages</p> <p>KS2 results 2019- Despite the attainment improving for our disadvantaged pupils in reading, writing and maths compared to the previous year 2018 attainment for pupils eligible for PP still remains lower than other pupils.</p> <p><i>Sept 2019-March 2020 Schools internal performance data</i>-In current Y3, Y4 and Y5 pupils eligible for PP attain lower than non PP for reading, writing and mathematics which will prevent disadvantaged pupils meeting the expected standard at the end of KS2.</p> <p><i>*data will be reviewed September 2020</i></p>		
B.	Identified gaps in learning for all pupils are hindering accelerated progress		
C.	Pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs and developmental language delay.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			

D. Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance, behaviour and mental health

Long term plan-3 year timescale (4 priorities for our school linked to 'The EEF guide to pupil premium- 3-tiered approach .')

Success criteria (Linked to the 'School inspection handbook **November 2019**')

Tier 1= Quality First Teaching

Tier 2 = Targeted small group support/intervention

Tier 3 = Bespoke support / intervention

EEF Covid-19 Support Guide for Schools June 2020

Support strategies

Teaching and whole-school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

1. Teaching and Whole School Strategies (p4)

1.1) Supporting great teaching

Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career

teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

[https://educationendowmentfoundation.org.uk/public/files/REA - Impact of school closures on the attainment gap summary.pdf](https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf)

1.2) Pupil assessment and feedback

Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

1.3) Transition support

Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.

2) Targeted Approaches (p5)

2.1) One to one and small group tuition

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.

2.2) Intervention programmes

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to

have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list (e.g. Nuffield Early Language)

Extended school time in some cases, schools may consider extending the length of the school day

3) Wider Strategies (p.6)

3.1) Supporting parents and carers

Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.

3.2) Access to technology

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

3.3) Summer support

Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as

sports, music and drama that children might have missed out on during lockdown. For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.

3.4) Extended school time in some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff. Additional evidence related to extending school time is available in the EEF's Teaching and Learning Toolkit.

<p>Priority A</p>	<p>Quality first teaching will ensure attainment will continue to improve for pupils who are eligible for PP with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for PP and other pupils. All pupils eligible for PP reach age related expectations in reading, writing and maths.</p> <p>EEF Covid-18 Support Guide for Schools June 2020</p> <p>1.1, 1.2, 3.2, 3.4</p>	<p>Identified pupils in specific year groups accelerate progress to reach at least age-related expectations</p> <p>Gaps in attainment and progress are reducing compared to other pupils</p> <p>Across all parts of the school the series of lessons contributes well to the curriculum intent</p> <p>The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge, understanding and skills</p> <p>The pupils work across the curriculum is of a consistently high quality</p> <p>1.1 Every teacher is supported and prepared in order to achieve the best outcomes for pupils</p> <p>1.2 Assessment of pupil's wellbeing and learning in order to provide effective support</p> <p>3.2 Investment in additional technology in order to facilitate access to online tuition or support</p>
<p>Priority B</p>	<p>Targeted academic support effectively addresses gaps in learning through structured interventions and small groups for those who are falling behind.</p> <p>EEF Covid-18 Support Guide for Schools June 2020</p>	<p>Attainment and progress are raised in line with that of other pupils.</p> <p>The provision for DP enables them to consistently achieve highly from their starting points</p> <p>2.1 The implementation of 1-1 and small group tuition will provide a catch-up strategy</p>

	<p>2.1, 2.2, 3.2, 3.4</p>	<p>2.2 Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p> <p>3.2 Investment in additional technology in order to facilitate access to online tuition or support</p>
<p>Priority C</p>	<p>Targeted academic support effectively addresses gaps in learning through structured interventions, small groups and 1-1 tuition for professionally recognised additional needs.</p> <p>EEF Covid-18 Support Guide for Schools June 2020</p> <p>2.1, 2.2, 3.4</p>	<p>Bespoke termly targets for academic subjects and speech & language therapy are met and new skills employed in the classroom on a consistent basis</p> <p>Pupils are making expected progress relative to their starting points</p> <p>The provision for DP enables them to consistently achieve highly from their starting points</p> <p>2.1 The implementation of 1-1 and small group tuition will provide a catch-up strategy</p> <p>2.2 Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p>
<p>Priority D</p>	<p>Early identification and targeted support impacts positively upon pupils' social skills, behaviour, confidence and positive mental health and well-being.</p> <p>EEF Covid-18 Support Guide for Schools June 2020</p> <p>1.3, 3.1, 2.3, 3.2, 3.3, 3.4</p>	<p>Monitoring indicates that 100% of pupils eligible for PP access at least two different extended learning opportunities throughout the year</p> <p>Alternative data indicates a positive shift in well-being such as pupil voice and parent/family feedback</p> <p>Pupils are highly motivated and persistent in the face of difficulties</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education</p> <p>The number of behaviour incidents with this group of pupils declines over the academic year</p> <p>Persistent absences are reduced</p> <p>Attendance increases for all vulnerable and disadvantaged pupils.</p> <p>1.3 Dedicated transition events throughout the summer and into autumn support an effective start to the new year for all pupils including F1-F2 and Y6-Y7</p>

		<p>3.1 Provide extensive pastoral support through regular and effective communication to increase attendance and engagement with learning</p> <p>2.3 Extending the school day to maximise the learning opportunities in a variety of ways</p> <p>3.2 Investment in additional technology in order to facilitate access to online tuition or support</p> <p>3.3 Summer programs in place in order to improve educational outcomes</p>
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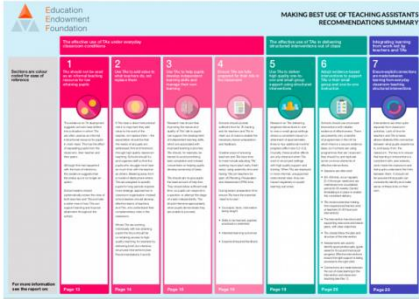
Desired outcome	Chosen action / approach Linked to EEF Teaching and Learning Toolkit and The EEF Guide to the Pupil Premium	What is the barrier (evidence and rationale for this choice?)	Monitoring and implementation	Staff lead	Review timescales with target date Sept 22	
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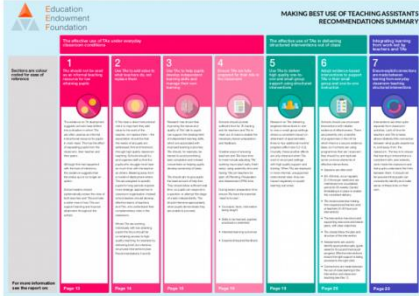
<p>Priority A- tier 1</p> <p>Quality first teaching will ensure attainment will continue to improve for pupils who are eligible for PP with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for PP and other pupils. All pupils eligible for PP reach age related expectations in reading, writing and maths.</p>	<p><i>Oral language interventions +5 months</i> <i>Early years intervention + 5 months</i> <i>Phonics + 4 months</i> <i>Parental involvement + 3 months</i> <i>Feedback + 8 months</i> <i>Meta cognition and self-regulation + 8 months</i> <i>Mastery learning + 5 months</i></p> <p>Quality first teaching-maths <i>Recovery Curriculum -Review regularly basic skills and arithmetic ensuring quick recall where appropriate and building on these skills</i> Continue to enhance the standards of teaching of maths through consistent implementation of the mastery approach (5 big ideas) leading to confident and resilient learners and greater proportion of pupils achieving expected standard and greater depth.</p> <p>An external consultant will deliver a twilight focussing on number sense, patterns and relationships between numbers. The variation theory in conjunction with other research-based approaches will be explored. In addition, the maths consultant will deliver bespoke maths support for each year group FS-Y6. In conjunction with the consultant the teachers will plan a coherent, learning journey that includes the use of manipulatives to deepen the teacher's and children's understanding of the concepts in maths. This will overall deepen teacher's subject knowledge in maths. To consider the balance of arithmetic, reasoning and problem solving. (2019-2020)</p> <p>Rotherham Learning Support services will deliver dyscalculia training to all staff (2019-2020)</p> <p>Quality first teaching -Reading/Phonics LA advisor and external CPD for Senior Leaders supporting the developing teaching and learning of early reading, ensuring phonics as a prime</p>	<p>KS1 results 2019- Despite the gap closing in reading, writing and maths compared to the previous year, attainment for pupils eligible for PP remains lower than other pupils in reading, writing and maths and is below national averages</p> <p>KS2 results 2019- Despite the attainment improving for our disadvantaged pupils in reading, writing and maths compared to the previous year 2018 attainment for pupils eligible for PP still remains lower than other pupils. Schools internal</p> <p>Schools internal data 2019-In current Y3, Y4 and Y5 pupils eligible for PP attain lower than non PP for reading,</p>	<p>Robust Pupil Progress Meetings focussing on PP pupils with member of SLT for every class.</p> <p>Learning walks with a particular focus on reading, writing and maths</p> <p>Regular book scrutiny for books across all subject area</p> <p>The pupils work across the curriculum is consistently of high quality</p> <p>Pupil interviews/pupil voice-Champions of change</p> <p>Planned CPD</p> <p>Timetables</p> <p>Dropins</p>	<p>Exec Head</p> <p>HOS</p> <p>SENCO</p> <p>External Consultant</p> <p>Maths and English curriculum Leads</p> <p>Rotherham LSS</p> <p>Local Authority Advisor</p>	<p>Half termly</p>	
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	<p>approach. This will lead to an improved attainment within FS, Year 1 and Year 2</p> <p>Quality first teaching-Oracy Talk is planned for and is an integral part in every lesson in order that pupils are effective and confident speakers. (Progression in language structures Tower Hamlet and Jenny Mosely from lockdown to listening)</p> <p>Quality first teaching-Curriculum The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge, understanding and skills. Across all parts of the school the series of lessons contributes well to the curriculum intent</p> <p>Quality first teaching and assessment</p> <p>The use if the Birmingham toolkit to support the pedagogy of learning for SEND pupils</p> <p>1.1 Every teacher is supported and prepared in order to achieve the best outcomes for pupils</p> <p>1.2 Assessment of pupil's wellbeing and learning in order to provide effective support. Provide pupils with high-quality feedback, building on accurate assessment</p> <p>3.2 Investment in additional technology in order to facilitate access to online tuition or support</p> <p><u>Additional staffing to support progress and attainment in core subjects</u></p>	<p>writing and mathematics which will prevent disadvantaged pupils meeting the expected</p> <p><i>Schools partnership programme-peer review</i></p>				
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Use of Metacognition and Self-Regulated Learning
EEF recommendations

	<p>Use of TAs Tier 1 and 2 and 3 in line with EEF recommendations</p>  <p>Planned cycle of CPD, monitoring and review for maths, early reading, reading and phonics</p>	<p>as above</p>	<p>Schools partnership program-Peer review</p> <p>Monitoring of pupil's progress-use of provision plan</p>	<p>SENCO</p> <p>HOS</p>	<p>termly</p>	
Total budgeted cost						£35, 000

<p>Priority B-tier 2</p> <p>Targeted academic support addresses effectively gaps in learning through structured interventions and small groups for those who are falling behind.</p> <p><i>Closing the attainment gap: Key lessons April 2018 EEF</i></p>	<p><i>Early literacy approaches + 4 months</i> <i>Phonics + 4 Months</i> <i>Making the best use of teaching assistants + 1 month</i> <i>Homework (primary) + 2 months</i> <i>Reading comprehension strategies + 5 months</i> <i>Early years intervention + 5 Months</i> <i>Parental involvement + 3 months</i></p> <p>Planned cycle of CPD, monitoring and review for teaching assistants with a focus on number sense, phonics and early reading. This will include speech and language comprehension (receptive and expressive) training for all TAs (and teachers)</p> <p>2.1 The implementation of 1-1 and small group tuition will provide a catch-up strategy</p> <p>2.2 Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p> <p>Use of TAs Tier 1 and 2 and 3 in line with EEF recommendations</p> 	<p>Identified gaps in learning are hindering accelerated progress</p>	<p>Termly exit data from Learning Support Programmes/other targeted interventions indicate targets met and new ones are formed</p> <p>Targets are employed back in the classroom and gaps are closing between peers</p> <p>EAZMAG tracking including Birmingham toolkit, half termly pupil progress meetings and intervention tracking enable gap analysis and progress</p> <p>Attainment and progress are raised in line with that of other pupils.</p> <p>The provision for DP enables them to consistently achieve highly from their starting points</p> <p>Half termly book scrutiny</p>	<p>SLT</p> <p>SENCo and Rotherham Learning Support Service</p>	<p>Half termly</p>	
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			<i>Schools partnership programme-peer review</i>			
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Remote Parent workshops to support home learning

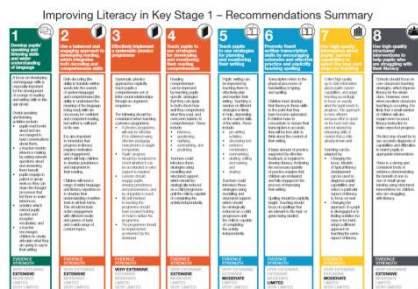
- Survey for parents
- Developing bespoke creative workshops for individual parents/groups
- Reading mornings
- Creative workshops
- Celebrations
- Class Assemblies

Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessment

To encourage and equip parents to support home learning effectively, enabling good progress

3.2 Investment in additional technology in order to facilitate access to online tuition or support

Improving Literacy in line with EEF recommendations



Identified gaps in learning are hindering accelerated progress

Monitoring the learning platforms (google classroom) for use of set homework activities

Workshop attendance monitored via signing in

Monitor home / school reading records on line with an emphasis on vulnerable and disadvantaged children


Parents calendar and events shared and promoted

Schools partnership programme-peer review

SLT and class teachers

Half termly

Improving maths in line with EEF recommendations

 Improving Mathematics in Key Stages Two and Three – Recommendations Summary

<p>1 Develop a strong understanding of the fundamentals of mathematics</p> <ul style="list-style-type: none"> • Ensure that all children have a strong understanding of the fundamentals of mathematics, including number facts, mental and written calculations, and basic mathematical skills. • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>2 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>3 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>4 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>5 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>6 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>7 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support. 	<p>8 Use a variety of resources and methods to teach the fundamentals</p> <ul style="list-style-type: none"> • Use a variety of resources and methods to teach the fundamentals, including games, songs, and real-life examples. • Encourage children to explain their thinking and to check their work. • Use regular assessment to monitor children's progress and to identify any areas where they need further support.
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Total budgeted cost £45 000

<p>Priority C-tier 3</p> <p>Targeted academic support addresses effectively gaps in learning through structured interventions, small groups and 1-1 tuition for professionally recognised additional needs.</p>	<p><i>Early literacy approaches + 4 months</i> <i>Phonics + 4 Months</i> <i>Making the best use of teaching assistants + 1 month</i> <i>Reading comprehension strategies + 5 months</i> <i>Early years intervention + 5 Months</i> <i>Parental involvement + 3 months</i> <i>Individualised Instruction +3 months</i> <i>Feedback +8 months</i></p> <p>In conjunction with 'Use of TAs Tier 3':</p> <p>AfA strategy; structured conversations (and training) for SEND / vulnerable children/pupils who are underperforming. Subsequent knowledge of intended short and long term targets via Birmingham toolkit including wider outcomes further personalises learning</p> <p>Bespoke termly targets for academic subjects and speech & language therapy are met and new skills employed in the classroom on a consistent basis</p> <p>Targeted provision for DP enables them to consistently achieve highly from their starting points</p> <p>2.1 The implementation of 1-1 and small group tuition will provide a catch-up strategy via the recruitment of specialised additional support staff</p> <p>2.2 Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p>	<p>Pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs, low levels of language acquisition and underdeveloped social and personal skills.</p>	<p>Structured conversations happen with pupils in each class 2 times per year, impact of teaching and learning is discussed and outcomes are agreed. New targets are set – long term and short term.</p> <p>Observation and welcome meetings for vulnerable pupils and their families in the morning</p> <p>Parental attendance monitored via signing in system half termly</p> <p>Data collection including Birmingham toolkit (on-entry and exit) SALT</p> <p>Pupils are making expected progress relative to their starting points</p>	<p>SENCO</p> <p>English team</p>		
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Early Reading and Phonics CPD (Early Years Toolkit EEF)



Staff effectively deliver interventions supported by recent research (in consultation with Rotherham Learning Support Service)

<p>Priority C-tier 3</p> <p>Gaps in learning are addressed effectively both at home and in school.</p>	<p><i>Oral language interventions +5 months Phonics + 4 months</i></p> <p>Retention of a specialist teaching assistant for speech and language therapy to deliver targeted, structured interventions under the guidance of the NHS SALT service</p> <p>The specialist TA to support skills being transferred back into the classroom setting and wider context of school</p> <p>2.1 The implementation of 1-1 and small group tuition will provide a catch-up strategy via the recruitment of specialised additional support staff</p>	<p>Identified gaps in learning are hindering accelerated progress</p>	<p>Gaps in phonological speech are addressed effectively, making speech intelligible</p> <p>Delays in development language are closed, enabling pupils' receptive and expressive skills to improve</p> <p>The range of vocabulary and language of pupils is increased, impacting positively upon reading comprehension skills</p>		<p>PTA picture Test of Articulation)</p> <p>Renfrew Action Picture Test/CELF</p> <p>Renfrew and key work level of working</p>	
Total Budgeted Cost						£80 000

<p>Priority D-tier 1 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Mental health and well being</u> <i>Social and emotional learning + 4 months</i> <i>Metacognition and self-regulation + 7 months</i> <i>Behaviour interventions + 3 months</i> <i>Mentoring + 1 month</i> <i>Sports participation + 2 months</i> <i>Outdoor adventure learning + 4 months</i></p> <p><i>To continue to develop across the Federation an approach to supporting children's mental health and well-being particularly in response to Covid-19</i></p> <p>Based on research continue to develop a Federation approach to teaching children about mental health at an age appropriate level</p> <p>To determine mental health and well-being of pupils using the motional toolkit in order to create an action plan identifying appropriate strategies</p> <p>To continue to develop teachers' confidence with the use of research materials and reading materials to enable them to teach about mental health and age appropriate strategies included understanding of the inter-related relationship between mental health and academic attainment</p> <p>Continue to develop a referral pathway /directory for schools to use to access external services to support pupil mental health</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Staff questionnaires outcomes/ report</p> <p>Healthy minds surveys/outcomes</p> <p>Work scrutiny using:</p> <p>Floor books</p> <p>Topic folders</p> <p>SMSC tracker</p> <p>Pupil interviews/voice</p> <p>Alternative data indicates a positive shift in well-being such as pupil voice and parent/family feedback</p> <p>Pupils are highly motivated and persistent in the face of difficulties</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education</p> <p>The number of behaviour incidents with this group of pupils declines over the academic year</p> <p>Persistent absences are reduced</p>	<p>EHT</p> <p>SLT</p> <p>Curriculum coordinator</p>	<p>Half termly</p>	
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	<p>Make use of Fingertips PHE data to create a local picture of health and mental health needs</p> <p>Continue to develop and roll out an RSE curriculum across both schools including RSE policy-to be trialled 2020-2021</p> <p>Pupils' learning behaviours are more positive i.e. ready to learn through the use of school learning minds sets which are promoted during assemblies and awards leading to positive engagement with learning</p> <p>1.3 Dedicated transition events throughout the summer and into autumn support an effective start to the new year for all pupils including F1-F2 and Y6-Y7</p> <p>3.1 Provide extensive pastoral support through regular and effective communication to increase attendance and engagement with learning</p> <p>3.2 Investment in additional technology in order to facilitate access to online tuition or support</p> <p>3.3 Summer programs in place in order to improve educational outcome</p>		<p>Attendance increases for all vulnerable and disadvantaged pupils.</p>			
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<p>Priority D-tier 2 & 3</p> <p>Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p> <p>Targeted interventions support pupils' social skills, confidence, and positive mental health. Pupil learning behaviours are more positive i.e. ready to learn and have effective self-regulation of feelings.</p>	<p>Specialists</p> <p><i>Mentoring + 1 month</i></p> <p><i>Behaviour interventions + 3 months</i></p> <p><i>Social and emotional learning + 4 months</i></p> <p>Trauma Informed Schools Action Plan (Tier 1/2/3)</p> <p>Exacerbated by the current Covid situation, a large proportion of children have experienced the death of close family members or loss through parent relationship breakdown. Trained staff to continue to work with children who have experienced loss/bereavement.</p> <p>Trauma informed practitioners and their team working with targeted families and children throughout the school in a tiered approach according to need. The following sessions will continue: Lego therapy, FRIENDS, Mighty Minds, bereavement counselling- see separate 2 year action plan 2019-21</p> <p>Bespoke nurture group and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties.</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Motional Toolkit as an on-entry and exit assessment</p> <p>Pupil voice survey</p> <p>Parental feedback</p> <p>Pupils' learning behaviours are more positive i.e. ready to learn /learning mind-sets/ engaged with learning / self-regulation of feelings</p> <p>Healthy minds survey</p> <p>CPOMs</p>	<p>SENCO</p> <p>Trauma informed practitioners' team</p>	<p>Termly</p> <p>Half termly</p>	
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<p>Priority D tier 2 & 3 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p>After school clubs (To be reviewed in Autumn 2) <i>Sport and Arts participation + 2 months</i></p> <p>To support school attendance/persistent absence and engagement with learning</p> <p>To help children to become more effective learners, to improve motivation and build self-esteem</p> <p>Before/After school club programme which includes: Breakfast club, IT, Sports, Arts, Mind craft, Lego therapy, bush craft, let's get cooking, drama, singing, booster groups</p> <p><i>2.3 Extending the school day to maximise the learning opportunities in a variety of ways</i></p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Monitored half termly by SENCo and Extended Learning Opportunities co-ordinator</p> <p>Pupil voice survey</p> <p>Monitoring indicates that pupils are more effective learners</p>	<p>SENCO and office staff</p>	<p>Half termly</p>	
<p>Priority D - tier 3 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p>Uniform including PE Kits <i>Social and emotional learning + 4 months</i></p> <p>Pupils identify themselves as part of the school community</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Disadvantaged pupils are supported in buying uniform.</p>	<p>SENCO/HT</p>	<p>Termly</p>	

<p>Priority D - tier 3 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Educational Visits/Visitors (To be reviewed Autumn 2)</u> <i>Outdoor adventure learning + 4 months</i></p> <p>Pupil premium supports with the contribution to some visits and visitors</p> <p>To widen the experience for all pupils, aiming for growth in confidence and self-esteem</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Monitored by head teacher and governors</p> <p>Pupil voice feedback</p> <p>Parent voice feedback</p>	<p>HT/Govs /EVO coordinator</p>	<p>Termly</p>	
<p>Priority D - tier 3 Early identification pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Funding and partial funding for Residential visits in Y3 and Y6 (To be reviewed Autumn 2)</u> <i>Outdoor adventure learning + 4 months</i></p> <p>Pupil premium pays for part cost</p> <p>Increased opportunity, independence and experience</p> <p>To widen the experience for all pupils, aiming for growth in confidence and self-esteem</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Monitored in observation and pupil discussion</p>	<p>SLT</p>	<p>Term of visit and subsequent terms</p>	

<p>Priority D- tier 3</p> <p>Targeted interventions support pupils' social skills, confidence, and positive mental health</p> <p>Pupil learning behaviours are more positive i.e. ready to learn and effectively manage self-regulation of feelings</p>	<p><u>Additional staffing to support behaviour of pupils at vulnerable times of the day</u></p> <p><i>Feedback + 8 months</i></p> <p><i>Meta cognition and self-regulation + 8 months</i></p> <p><i>Mastery learning + 5 months</i></p> <p><i>1-1 tuition + 5 months</i></p> <p><i>Small group tuition + 4 months</i></p> <p><i>Making effective use of Teaching assistants +1 month</i></p> <p>Teaching Assistants to work with identified pupils and groups who are vulnerable and / or disadvantaged</p> <p>Additional staff recruited to support individuals and groups of pupils</p>	<p>Pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs</p>	<p>Reduced number of behaviour incidents tracked by behaviour log</p> <p>Raise attainment and progress by addressing emotional needs</p> <p>Motional Profile on entry and exit data</p> <p>Half termly data outcomes via new EAZ mag tracking tool</p> <p>Pupil voice survey</p>	<p>SLT</p> <p>SENCo</p>	<p>Half termly</p>	
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<p>Priority D -tier 3 Early identification pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Learning mentor to continue to work with families regarding behaviour, attendance and punctuality</u></p> <p>Recruitment of an additional learning mentor</p> <p>Formalised procedures for meeting / contacting parents with SLT & outside agencies where necessary</p> <p>Responsible for family liaison over attendance and punctuality matters.</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Improved attendance for target cohort, closing the gap</p> <p>To reduce persistent absence and lateness to school in line with 100% target</p> <p>Reduced number of behaviour incidents</p> <p>To develop pupils' social skills, confidence and positive mental health and well-being</p>	<p>HT</p> <p>Learning mentor</p>	<p>Half- termly data report from sims</p> <p>Daily attendance monitoring</p>	
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Total budgeted cost	as above
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Annual review September 2020-21

In 2019 published data evidence suggested that prior attainment of disadvantaged pupils -3year trends (based on key stage 1 average point score) for reading, writing and maths was improving. (3 year trend 2017 15.10, 2018 15.61, 2019 16.10) However, there is still a gap with KS2 2019 outcomes and progress made when comparing disadvantaged pupils, other pupils and the national figure. Our internal assessments during 2020-21 suggested that the performance of disadvantaged pupils was lower than in previous assessments in reading, writing and maths.

Summer 2020-21 Reading DP 54% compared to other at 78%

Summer 2020-21 writing DP 49% compared to other at 74%

Summer 2020-21 maths DP 56% compared to other at 82%

Our school has many pupils living in economically challenging circumstances and experience daily the pressures of those circumstances and since 23rd March 2020 these challenges have increased and continue to increase in Autumn 2021 for many of our families. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. During the lockdowns our families struggled emotionally when at home. We have had an increase of families experiencing mental health challenges. As a result, many children bring these social and emotional challenges to school and look to us to support them. Most of our F2 (2020-2021) starters missed 6 months of nursery provision and despite making a very good transition it is evident that a number of our pupils are not school ready. They continue to come in with low levels of language acquisition, undeveloped social and personal skills, such as turn taking and ability to share, and toileting problems. The above challenge continues for these children 2021. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was delivered remotely via google classroom. Where this could not be achieved, resources were sent home to support the delivery subjects such as art and DT.

Main headlines on entry to FS are:

- A large proportion of the cohort struggle to engage in play activities, this could be due to limited nursery experience during the pandemic. Staff are ensuring that they are supported to focus on activities and are modelling play activities.
- 30% of the cohort are Not on Track in Communication and Language or Personal, Social and Emotional Development.
- Fine motor skills is a weaker area of the FS profile with 42% of the cohort not on track.
- Literacy - 55% of the cohort are not on track in Word Reading and 58% are not on track for Writing. Comprehension is stronger.
- Maths – 51% are not on track with number, numerical patterns is a stronger area.

Synthetic phonics is taught systematically at Ecclesfield and as a school. Following the DfE guidance in April 2021, we have updated our phonics provision so that we have fidelity to the DfE approved systematic synthetic phonics programme Essential Letters and Sounds (ELS). From lesson observations, the Phonics Lead observed that staff are teaching lessons using ELS throughout FS/Y1/Y2 and Y3.

*On the 1st April 2021, the DfE released guidance on the new core criteria for **systematic synthetic phonics programmes (SSP)***

- *It is up to schools how they teach phonics as long as schools are using a systematic, synthetic approach*
- *Schools should be following one phonics programme with **fidelity across the school***
- *The DfE are currently going through a process where all SSPs can be validated or re-validated if they are already on the DfE's approved list*
- *Ecclesfield and Coit currently use Letters and Sounds. This is **not** on the DfE approved list.*
- ***Letters and Sounds** was originally published as a framework by the DfE in 2007 and many schools have developed Letters and Sounds into a programme that they teach in their school.*
- *There will be no expectation that schools using Letters and Sounds well, **and achieving excellent results**, will need to change to a new programme*

The federation has decided to buy ELS which is on the validated list

'Getting everyone to read well, quickly!'

- *To ensure consistency and simplicity through high quality teaching*

- *Encourage a wide and rich vocabulary*
- *To provide context, assist in comprehension to allow all children to achieve fluency and accuracy*
- *Use of consistent terminology by teachers, children and parents*
- *To use consistent resources that support effective teaching*
- *Repetition and reinforcement of learning*
- *Regular and manageable assessment to ensure that all children keep up rather than catch up*
- *To achieve the DFE core criteria it is essential that we carry out the training together-Whole School.*

All staff have received training in the use of ELS as well as interventions that work as part of the ELS programme. Interventions take place within the lesson by the class teacher and then additional interventions are timetabled into the day where appropriate. These interventions consist of either Oral blending, Blending for Reading or GPC recognition. The interventions are quick, engaging and of high quality.

Phonic gap analysis is undertaken by teachers on entry and at half termly intervals. Gaps are addressed immediately within the whole class lesson (and subsequent in-class-intervention) as well as small group and individual teaching immediately in order to move learning on.

Children who are accessing the phonics programme read a decodable reader which is matched to the child's phonic knowledge. As a school we use Big Cat Collins for Letters and Sounds as well as Oxford University Press texts. In 2019, the Phonics Lead spent a lot of time sorting the books based on the sounds and Harder to Read and Spell Words within the books as well as the Letters and Sounds progression. Following on from this a 'Ecclesfield Set System' was created and shared with parents and staff. In total, £5000 has been spent on decodable books over the last three years and there are plans to purchase another £1000 worth of books in the next year.

Each half term the English Lead listens to the bottom 20% of children reading their decodable books to ensure that the children are reading a book at the correct level so that they can fully decode it. Since transitioning to ELS, the Phonics Lead has organised the decodable books in line with ELS suggestions and these titles have been added to the set system. A Literacy Specialist visited school to support the Phonics Lead with replenishing books and ensuring that they are in the correct order so that they are completely decodable for children.

Additionally, since transitioning to ELS, The English Team have run a Parent's Workshop to explain to parents how phonics is delivered within FS/KS1 across the federation. This session included explaining the pronunciation of pure sounds, harder to read and spell words (HRS), progression of phonics from FS-KS1, explaining the terms staff use with the children and how to use decodable books. 19 parents attended this workshop. Following on from this, a letter was sent to parents explaining the change to ELS and the recommended use of decodable books with their children. Going forward, the English Team hopes to hold another phonics workshop in the Spring term.

As a school, phonics is on our School Development Plan and is a key priority for us. While we recognise that we have come a long way, we are aware of our next steps. These involve:

1. Creating a system for post-decodable readers for children once they have finished the SSP/enter KS2.
2. Ensuring the SSP ELS is implemented with complete fidelity across school.

Reading continues to be a constant priority for our school, especially in light of the disruption of the last 18 months.

As a school, we have implemented a Teaching Sequence for the teaching of reading comprehension across Y1-Y6. Strategies implemented have developed a whole school shared language and understanding of comprehension skills which are then applied within whole class reading lessons. Through the monitoring of planning, lesson drop ins,

book looks and conversations with pupils, we have seen that the teaching sequence is implemented across school and children are having access to a high quality, progressive and engaging reading curriculum.

Evidence based research and funds have been utilised to reinvigorate our reading stock across the curriculum. Recommended, high-quality, age-appropriate texts have been mapped out in line with each year group's Long-Term Plan and themes. These texts are used within environments, curriculum lessons as well as whole class reading lessons. Our continuing aim is for children to have experience of high-quality texts in all curriculum areas as well as a strong love of reading for pleasure. Developing Reading for Pleasure is a key aim of the School's this year. The school is currently part of the Department for Education project called 'Transforming School's Reading Culture' which is working with local English Hubs to develop a culture of reading for pleasure across school. The school has invested £3000 in new, engaging books for each classroom as well as classroom and library furniture to support reading environments and communities across school.

Recent parental engagement workshops (43 parents) in reading are supporting the recovery of reading comprehension skills and more workshops are planned for during Autumn 21 and Spring 22. These will include topics such as our phonics scheme and reading for pleasure. It is hoped that we may be able to set up a working group of parents across both schools to help us drive forward initiatives in reading for the future.

Children have always been very enthusiastic about their writing at Ecclesfield. Through carefully thought out topics and stimuli, staff engage the children to want to write for a purpose right from the start of the sequence of lessons. Because of making purposeful links to other aspects of the curriculum, the children are able to draw upon knowledge they have to use within their own piece of work. Staff have planned coverage of different genres and purposes which is appropriate to the stimulus.

Writing across the curriculum has also been a key focus of this academic year so far. It became apparent very quickly when the children returned from remote learning that their stamina to write and their accuracy needed improving. Therefore, providing the children with opportunities in different parts of the day accelerates the progress they are making.

Our pupils enjoy the challenge of solving problems. From monitoring we have seen that fact fluency and basic skills is developed across school. Pupils also have opportunities to reason and are confident explaining how they have come to a particular conclusion; these questions also ensure that children take their learning to a greater depth. Review, reason and reflect opportunities are plentiful. Pre-teach sessions ensure children have a solid understanding of new concepts and vocabulary. Same day interventions address misconceptions/errors ensuring that no child is left behind.

A problem-solving Inset day has focused teachers' attention on the learning sequence within maths units in order to develop children's problem-solving ability and their resilience when doing so (resilience in Maths has been identified as an area for development since lockdown).

We have constructed an **ambitious curriculum** so that all pupils at Ecclesfield, access a broad and balanced curriculum giving them the knowledge and cultural capital they need to succeed in life. The highest value possible is placed on the development of reading and writing and is therefore incorporated across the curriculum. Mathematical skills and reasoning abilities are of equal priority and are developed and then applied authentically across the curriculum.

Our curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of all pupils including disadvantaged and those with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Our pupil focussed curriculum follows a concept based (key ideas) approach to learning throughout school. Pupils return to key ideas frequently so that concepts (key ideas) are reinforced, and over time, mastered.

Our teaching is designed to help pupils to remember (long term) the content they've been taught and to integrate new knowledge into larger ideas. Series of lessons contribute well to delivering the curriculum intent.

At Ecclesfield, we follow a progressive teaching sequence where each lesson builds on the previous. Each sequence uses a range of recommended, high quality texts. The texts have been sequenced across year groups to ensure progression. Teachers use assessment to ensure that our early readers have access to fully decodable books matched to their phonic abilities.

All foundation subjects have been planned rigorously so that they have a considered amount of dedicated time to them throughout the year. Staff have thought carefully about which subjects are best taught weekly and which lend themselves to a block of teaching.

Medium-term plans, which have been created by staff and are treated as working documents, are followed to ensure the end-point expectations are met by children. In instances where they are not, gaps are identified and staff plan when to revisit these to address this.

In collaboration with our federated school, pupil workbooks have been introduced so that children and staff can clearly see the sequencing of learning, revision of prior learning and next steps.

For each foundation subject, progression maps from external CPD have been used to support the developments of the end point assessments. These are used to aid the assessment of the children's learning. They are used to inform gap analysis assessments which are then used to adapt further planning to address these gaps.

A range of assessments strategies and activities are used in order for teachers to assess the learning that is taking place and the progress of the children. These include low stakes quizzes, entrance and exit questions and statements, the use of enquiry questions, teacher questioning and whiteboard activities. Summative assessments are also considered across each foundation subject and are planned into the sequence of learning taking into consideration the expectations of each year group and the subject.

A rigorous approach to CPD enables teacher's subject knowledge to develop to a secure standard. Teachers use the subject handbooks to ensure the delivery of these lessons is built on a strong foundation of teacher subject knowledge.

Subject association membership ensures that reliable resources and research are used to develop, deepen and enhance the teachers' subject knowledge and support the planning process. Specifically, for geography, planning has been updated to incorporate topical Geographical Association resources which are of a high quality.

SHINE PROJECT (EYFS)

The EYFS team continue to participate in the three year '**Shine project**' alongside 7 other settings across the locality.

We aim to:

1. **Decrease the gap in achievement between disadvantaged and non-disadvantaged children**
2. Improve levels of Communication, Language and Literacy (CLL) on entry, particularly for disadvantaged children
3. Improve levels of parental engagement with children's learning both in school and within the home
4. Enhance approaches to transition between our schools and feeder settings

During both the school lockdowns, EYFS staff adapted how the SHINE activities were delivered to target children and parents this term. After pre-sending our chosen key text and supporting resources home to these families, staff planned and delivered a four-week programme via zoom where CLL activities were introduced, modelled and practised with the children and parents at home. Feedback from parents was extremely positive. "My child loves 'Billy's Bucket' and wants to spend all his time reading and doing the

activities at home. Staff have seen a noticeable improvement in the children's confidence and eagerness to share their knowledge and understanding of the book as we now use the same text in the classroom with all children.

The Nuffield Early Language Intervention (NELI) NELI Programme (EYFS)

Foundation stage was also involved in 'The Nuffield Early Language Intervention (NELI)' which is a 20-week programme for children in their **first year** of primary school who **show** weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Baseline assessments have been completed with all FS children to identify our target groups for the intervention. 10 target children have been identified creating two groups. FS staff have completed the NELI training courses and are prepared the resources needed in order to deliver the intervention. We delivered the NELI intervention after Easter. NELI requires a L3TA to deliver the intervention outside of the classroom daily to the target groups over a 20-week period. Due to the second lockdown, the NELI programme will now run into Year 1 for these pupils (as advised by NELI).

National Tutoring Program

KS1 and KS2 children had been assigned to various staff members and additional tutors who are registered with Teaching Personnel. We had 20 groups with a total of 57 pupils being tutored. Children were grouped 1-1, 1-2 or 1-3. They were allocated 15 one-hour sessions. This hour was split for the younger children. 6 members of staff from Ecclesfield registered with Teaching Personal to be a tutor. They carried out the tutoring program in school. The rest of the program was delivered remotely in the homes via teaching personal tutors. Not all the one hour sessions could be completed due to covid related absences which affected many of the tutors and children. It was a challenge to monitor the progress in the home. However, the tutors that delivered sessions in the school had more success and could see the progress the children were making.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Structured conversations, termly reviews for SEN pupils and annual reviews for EHCPs were completed despite lockdown for COVID 19 and pupil voice was sought for each of these.

Learning Support Services package- LSPs are delivered by classroom TAs where needed. These continue to be a highly effective method of meeting bespoke learning targets. SENCo/SLT recruited one teacher to complete the SENCo national qualification.

The roll out of the dyscalculia assessment was put on hold due to COVID 19 due to staffing issues and time constraints. This will be resumed once staffing is more stable.

The SENCO delivered training to teachers and TAs on the SSGe framework and Birmingham Toolkit. SENCo also delivered bespoke training in ASD, behaviour management and sourced epilepsy training for TAs/MDSAs.

The SENCo has undertaken training in epilepsy, Autism accreditation, and writing outcomes for My Plans training.

The SENCo purchased resources and support materials e.g. ear defenders, chew buddies, weighted cushions, moving sit cushions etc. to aid the learning of identified pupils.

Due to the pandemic and extreme staffing challenges, the Speech and language TA was unable to offer SALT intervention to all pupils in need. The SENCo worked with the S&L TA to prioritise children with highest need and allocated support where available.

SENCo continues to oversee 1 L3 TA who delivers bereavement counselling for identified pupils during time out of class for one afternoon per week.

The SENCo successfully recruited x2 Level 3 teaching assistants.

The SENCO has worked with Autism Outreach and the Inclusion Service to implement specialist support for 3 complex needs SEN pupils.

OFSTED March 2019 "You carefully track the progress of all pupils and quickly identify groups and individuals who are falling behind, working with teachers to plan how to address gaps in pupils' learning."

We are a Trauma informed school. The practical skills-based training course underpinned by over 1000 evidence-based psychological, medical and neuroscientific research studies, is designed to inform and empower school staff to respond effectively to vulnerable children and those who have suffered a trauma or have a mental health issue. Without such interventions, painful life experiences are likely to present in challenging behaviour, and/or blocks to learning.

The training provides delegates with key insights into the psychology and neuroscience of mental ill- health and challenging behaviour alongside vital tools and techniques in knowing how to respond to a child's narrative of painful life events. So often this is enough to prevent years of suffering and the medicalising of their distress with psychiatric labels and medication. Delegates will also be trained to know when to seek the support of psychologist-led supervision, and when, due to limits of competence, to refer on.

Our Trauma Informed Practitioner completed the Trauma Informed Practitioner Course. The TIS Assessment Team were delighted to confirm that she passed the assessment and received a '**Distinction Grade**'. This results in a level 5 Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status). The Trauma Informed Practitioner disseminated training and research on the INSET in July 2021. Action plan 2020-21 which built on the good practise in 2019-21 prior lockdown. In the Autumn term it was a challenge to deal with the ongoing challenges that were occurring. 9 bubbles were sent home. In addition, we had staff absences and children self-isolating. ELO, assemblies, public performances, charity work, events such as harvest festival and the Nativity, visits and even Christmas crackers were not allowed to occur in school. All of these events supported the wellbeing of our children and families. Between Sept and Nov children missed 3189 sessions in school compared to the previous year of 540 sessions. In addition to this there was an increase of safeguarding incidents. Ecclesfield conducted over 140 safeguarding meetings between 2020-2021. Due to the increase of vulnerable children those that had been identified with social emotional mental health difficulties we needed to widen our team to work with the children. These include 1-1 experienced TA support and learning mentors, nurture groups, peer mentoring, bereavement and trauma counselling, bespoke lunchtimes and bespoke PE (body and mind) sessions. For example, two members of staff who are qualified Nurture Practitioners, implemented bespoke nurture provision within school for pupils who display social, emotional and mental health difficulties with the aim of fostering pupils' emotional well-being in order to facilitate healthy learning attitudes.

Overall attendance data for disadvantaged pupils is 92.22% autumn 1 2021 compared to other pupils at 96.88%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Persistent absence continues to be a challenge along with late arrivals and late pickups. Our learning mentor and home link work worker continue to work with the families.

A review of the school's Pupil Premium Strategy including expenditure will be reported on this website in September 2022