



Hill Farm Primary

Pupil Premium Strategy Statement

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is based on whether a child is eligible for free school meals. The Department of Education allocates £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus) - £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order.

This statement details our school's planned 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.

Recovery premium

In February 2021, the government announced a one-off [recovery premium](#) as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools and trusts to deliver evidence-based approaches for supporting disadvantaged pupils.

Mainstream schools will get £145 for each eligible pupil in mainstream education.

School overview

Detail	Data
School name	Hill Farm Primary
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	28.6% (147 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dawn Wilson
Pupil premium lead	Vicky Lucas
Governor / Trustee lead	Ruth Winters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,715
Recovery premium funding allocation this academic year	£21,605
School led tutoring	£16,807
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,721,054.91

Part A: Hill Farm Primary Statement of Intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

School Priorities

Reading (School priority – All pupils will be fluent readers by the end of KS1 and will go on to be confident and competent readers by the end of KS2).

Strategies will be deployed to ensure disadvantaged pupils achieve in line with their peers.

Oracy (School Priority - Every pupil benefits from an education in oracy and become confident communicators).

Focus on early interventions for disadvantaged pupils will enable them to become confident communicators.

Attendance (School Priority - Above average attendance ensures all children have access to a full and rich education that promotes positive mental and physical wellbeing throughout and beyond primary school).

Attendance for disadvantaged pupils is a priority and emphasis on promoting good attendance is understood by all staff.

Impactful Teaching (School Priority - We grow great teachers who directly contribute to the success and wellbeing of their pupils).

There is particular focus on supporting the learning of disadvantaged, EAL and SEND pupils to ensure progress and attainment is in line with their peers.

Aspirations (School Priority - Aspirations and confidence are developed through knowledge, opportunity and VbE).

Disadvantaged pupils are prioritised/subsidised to ensure equitable access to every curriculum offer.

Achieving School Priorities for disadvantaged pupils

The identification of underperforming disadvantaged pupils

- The pupil premium lead alongside the class teacher conducts a detailed analysis of the progress and attainment of all pupils based on prior attainment.
- The pupil premium lead alongside the class teacher conducts a detailed analysis on the acquisition of phonics knowledge for all KS1 pupils and newly arrived pupils.
- The pupil premium lead alongside the class teacher conducts a detailed analysis on reading fluency for all pupils.
- The pupil premium lead alongside the class teacher conducts a detailed analysis on basic arithmetic skills and times tables knowledge.
- Discussion is focussed on the barrier and knowledge gaps.
- Interventions include (in-class) strategies and targeted interventions to accelerate progress ensuring all agreed actions are implemented with rigour and consistency.
- We maintain a current and comprehensive 'caseload' of disadvantaged pupils so that all adults are aware of their identified barriers to learning and so that targeted strategies can be tracked and evaluated for impact.
- The progress of pupils eligible for pupil premium is discussed at all pupil progress meetings and at key assessment points.
- Actions are identified, implemented and regularly reviewed within each assessment phase.

Leadership of disadvantaged outcomes

- The Pupil Premium lead champions disadvantaged pupils and drives leadership conversations around positive academic and social outcomes.
- Responsive, iterative approach by senior leaders ensures swift and timely interventions to accelerate progress and attainment for disadvantaged and vulnerable learners.
- The Pupil Premium strategy is reviewed by SLT, a governor and the PP lead at half termly intervals. This evaluation is rigorous and based on internal analysis, research and best practice.
- Middle and Senior Leadership training available externally and with the Castle Phoenix Trust (CPT) to provide quality leadership for all staff and pupils.

Potential barriers to Progress and Learning

- The inclusion and SEND team work with the class teacher, families and outside agencies to provide disadvantaged pupils with the appropriate support they need to overcome potential barriers to learning and progress and to ensure they are emotionally stable and ready to learn.
- The Trust Educational Welfare Officer, supported by the Inclusion and Attendance Lead analyses the attendance of disadvantaged young people, providing the appropriate balance of support and challenge to ensure no pupil is disadvantaged by poor attendance and is able to succeed in all aspects of their learning

- The Inclusion and Early Years team carry out a home visit for all young people when they first start the school in order to fully understand each pupils' family context and identify any potential barriers to learning which we work with parents and pupils to overcome.

Individual learning needs

- There is a shared understanding of the barriers to learning and how these barriers could present in school.
- Pupils eligible for PP can benefit from subsidised enrichment, emotional well-being support and targeted interventions that enable them to succeed in their learning across a wide range of subjects.
- Gaps in knowledge are quickly identified and addressed so that pupils can become more secure in their learning and work towards meeting age related expectations or above.

Impactful Teaching

- High quality CPD including RWI, Precision Teaching, Emotion Coaching and the CPT four/six principles of learning and teaching.
- A knowledge rich curriculum which gives pupils exposure to a wide a range of cultures, raises aspirations and broadens life experiences through the Hill Farm Promise.
- Class teachers and phase leaders ensure that all targeted interventions are delivered to a high standard so that gaps in learning, measured against age-related expectations, are closed where they exist.
- Quality first teaching for all.
- The school places a strong emphasis on ensuring all PP eligible pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure these pupils make strong progress.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
- Interventions for identified pupils with specific targets are overseen and evaluated by the Pupil Premium Lead.
- Interventions are additional to quality first teaching and class teachers retain accountability for pupil achievement.

Family Engagement

- Reading passports encourage and reward pupils to read with family at home.
- Parents of all pupils are encouraged to sign the School's 'Home and School' agreement which details how to support their child's learning at home.
- Coffee mornings and family learning days are planned to strengthen school and parental links.
- Parents are regularly informed about their child's progress and attainment compared to national age-related expectations with clear guidance about how they support at home.

Covid-19

Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school during lockdown. Intended outcomes and strategies to address this are threaded throughout our pupil premium strategy.

Challenges

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

Challenge number	Detail of challenge
1	The significant majority of children enter the school with starting points well below expected levels coupled with poor language and communication skills. 11 (20%) pupils are already on the SEND register.
2	<p>Learning difficulties:</p> <p>2.1 Many of the disadvantaged pupils are on the SEND register ($32/103 = 31\%$) and require intensive support and interventions both internal and external.</p> <p>2.2 Many of the disadvantaged pupils have joined from previous schools and increasingly from different countries and often have little or no English language combined with gaps in knowledge and understanding. 2020-2021 - $20/61 = 33\%$ of new starters were eligible for PP and of those 4 20% were new to country.</p> <p>2.3 Many of the disadvantaged pupils have gaps in basic skills in reading, writing and maths.</p>
3	<p>Some of our disadvantaged pupils have low attendance. This contributes to lower than expected academic progress.</p> <p>($29/147 = 30\%$) are Persistent Absentees.</p>
4	Parental support for their children's learning can be challenging for all parents. Some parents are often unable to support their children's learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home and for some parents high levels of EAL in the family. Financial restrictions often mean families struggle to fully participate in school life. Social and emotional wellbeing is important not only to our children's welfare but has a direct impact on their learning.

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
Develop speech, language and communication skills in the early years.	95%+ of disadvantaged pupils will make expected progress and 25%+ will exceed expected progress in the early years against the Early Learning Goals. Disadvantaged children's attainment outcome for Good Level of Development will be in line with the national average or closing the attainment gap.
Improve reading fluency and comprehension skills.	Pupils eligible for PP make rapid progress from their starting points so that they read fluently by the end of KS1 and meet age related expectations in reading across all year groups.
Improve basic arithmetic and reasoning skills.	Pupils eligible for PP pass the multiplication check and go on to achieve in line with national ARE or better at the end of KS2.
Improve attendance and punctuality so that this is at-least in line with the national average.	Attendance of PP is in line with/above national average.. The percentage of PP pupils who are persistent absentees will decrease compared to the previous year. Attendance of PP EAL families is improved as a result of strategies implemented by the Inclusion and Attendance Lead.
Remove social and emotional barriers to learning, improve well-being and develop aspiration.	Pupils have completed specific, planned co-curricular activities by the end of KS1/2 to give children a wide range of experiences including the links to future employment/university opportunities.
Implement Oracy benchmarks (Voice 21) to develop and deepen pupil oracy skills and subject knowledge through talk.	Voice 21 benchmarks are embedded. Pupil's knowledge and vocabulary is extended and the ability to discuss and articulate their learning is increased. Social mobility potential is increased as a result.

.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: £116,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Training and development for Teachers and Teaching Assistants to support continuing high quality delivery of the Read Write Inc. phonics programme	With success in the basics of decoding words, pupils will be able to move on to reading with increased fluency and speed, which will enable them to develop a love of reading for pleasure Nick Gibb: the importance of phonics - GOV.UK (www.gov.uk)	1
Provide CPD for Teachers and Teaching Assistants to ensure they have the necessary skills, subject knowledge, pedagogy to meet the wide-ranging needs of PP eligible pupils and to deliver quality first teaching to all.	Great teaching is the most important level schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2
Purchase of NFER tests.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they get the correct additional support through interventions of teacher instruction. Assessing and monitoring pupil progress, EEF	2
Develop speech, language, communication and vocabulary skills through the teaching of oracy in the curriculum.	Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Sutton Trust-EEF Toolkit (2020)	1, 2
Enhancement of foundation curriculum, leadership and teaching.	Curriculum adaptation and enhancement is core to the work of school improvement. It is important to consider long-term retention of key knowledge and skills and how pupils can be helped to make links between ideas and topics. It is valuable to look for ways of reinforcing key knowledge and skills across the curriculum, capitalising on any crossover between topics and subjects where appropriate. 1. High-	2

	quality teaching EEF (educationendowmentfoundation.org.uk)	
Embed mastery approach to maths teaching and learning. Fund teacher release time to share features, resources, plan CPD and liaise with NCETM.	Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts. Teaching for Mastery NCETM	2

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

Budgeted cost: £79,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a range of targeted interventions to swiftly close the gap in EYFS.	<p>Baseline assessments on entry indicate that 84% of pupils enter below age related expectations.</p> <p>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. <i>Sutton Trust-EFF Toolkit (2020)</i></p> <p>By the age of 3, children from disadvantaged backgrounds can be up to a year behind their more advantaged peers. NELI ... demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. Nuffield Early Language Intervention (NELI) Project - Nuffield Foundation</p>	1
Deliver a range of interventions to improve speech, language, communication & vocabulary skills across the school.	<p>On entry to school, disadvantaged children's spoken language development is significantly lower than their peers.</p> <p>A proportion of pupils joining the school after EYFS show that they are not as confident as pupils who joined the school at the beginning of EYFS in phonics and language skills.</p> <p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. <i>Sutton Trust-EFF Toolkit (2020)</i></p>	1

	Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. <i>Voice 21.</i>	
To close gaps and accelerate progress in basic skills (reading, fluency, comprehension, spelling, times tables/calculation)	Some disadvantaged pupils have gaps in basic skills which prevent success as they move through school. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment. <i>The reading framework Teaching the foundations of literacy July 2021</i> Reading comprehension approaches deliver an additional six months' progress. <i>Sutton Trust-EFF Toolkit (2020)</i>	1,2
Additional phonics interventions targeted at disadvantaged pupils who require further phonic support.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. <i>Sutton Trust-EFF Toolkit (2020)</i>	2
Language and phonic interventions targeted at disadvantaged EAL pupils who require support with basic English language skills. Delivered by dedicated staff using Flash Academy and RWIresource.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. <i>Sutton Trust-EFF Toolkit (2020)</i>	2
National Tutoring Programme to provide a blend of 1-2-1 and small group tuition.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF (educationendowmentfoundation.org.uk)	2
Using School Led Tutoring programme, teachers to deliver breakfast, lunchtime and afterschool booster sessions to identified PP children	Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. School-led tutoring guidance (publishing.service.gov.uk)	2

and other vulnerable groups as necessary.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed SEMH approaches to overcome social and emotional barriers to learning, including outside agency expert support.	Some disadvantaged pupils face social and emotional barriers that prevent them from learning in school. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Social and emotional learning EEF educationendowmentfoundation.org.uk	4
Learning mentor available to support the SEMH needs of disadvantaged pupils to improve wellbeing, self-esteem, emotional awareness, social skills and self-regulatory abilities.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Extra-curricular clubs/lunchtime clubs support the development of character and confidence.	Some PP eligible children lack access to extra-curricular opportunities such as physical activities, music lessons and other enrichment activities. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Arts - improved outcomes have been identified in English, mathematics and science. Arts participation EEF (educationendowmentfoundation.org.uk)	4

School trips and residential visits	<p>Some disadvantaged pupils are unable to attend residential and day trips due to lack of funding.</p> <p>These trips are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residentials give pupils an opportunity to be more independent and build relationships with their peers.</p>	4
Pupils and parents are encouraged to read for pleasure at home through promotion of reading passports and community library.	<p>Some disadvantaged pupils do not have access to reading books at home and limited access to library facilities.</p> <p>Young people who read above the expected level for their age are twice as likely as young people who read below their age to be school library users (77.7% as opposed to 35.9%)</p> <p>2010 01 01 free other - school libraries a plan for improvement.pdf.pdf (literacytrust.org.uk)</p>	2
Improve attendance and punctuality so that this is at-least in line with the national average by:*	<p>Some disadvantaged pupils are not making good progress due to poor attendance and punctuality. As of 24.11 there were 146 PP pupils.</p> <p>28 (19%) of these are persistent absentee</p> <p>29 (20%) pupils have attendance between 90-95%</p> <p>89 (61%) pupils have attendance over 95%</p> <p>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	3
Provision of free Breakfast club for disadvantaged pupils.	<p>Some disadvantaged pupils do not start the day with a nutritious breakfast.</p> <p><i>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</i></p>	<p>·</p> <p>4</p>
Senior Mental Health Lead to embed a whole school approach to mental health targeting both pupils and families. This will involve training and release time for staff to develop and implement new procedures.	<p>Some pupils struggle with good mental health and do not have strategies to positively support themselves.</p> <p>·</p>	<p>4</p> <p>·</p>

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Total budgeted cost: £ 236,127

*** Improve attendance by:**

- Regular communication with families using assemblies, parents evening, parent events, newsletters and direct communication/meetings.
- Monthly update meetings with Senior Leaders and Education Welfare Officer to discuss progress of PA pupils.
- Families of concern are discussed in Early Help in Schools meetings and other external agencies such as GP and Children's services where applicable.
- In school initiatives and competitions.
- Long term rewards to recognise sustained improvement.
- Information leaflets.
- Punctuality reason report completed by parents.

Part B: Review of outcomes in the previous academic year

Activity in year 2020-2021

School overview

Detail	Data
School name	Hill Farm Primary
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	26.9% (127 pupils)
Academic year that this pupil premium strategy plan reviews	2020-2021
Date this statement was published	November 2021
Statement authorised by	Dawn Wilson
Pupil premium lead	Patrick Luke
Governor / Trustee lead	Ruth Winters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,335
Catch-up funding allocation this academic year	£41,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, SATs did not take place. Internal performance measures have not been published for 2020 to 2021, however below details measures gained from pupil evaluations using teacher assessments and NFER tests.

Pupils eligible for Pupil Premium progress data for last academic year

	Reading	Writing	Maths

Year group: no. of pupils eligible for PP	Below expected progress	Maintained expected progress	Exceeded expected progress	Below expected progress	Maintained expected progress	Exceeded expected progress	Below expected progress	Maintained expected progress	Exceeded expected progress
Year 2 18 chn	6 (33%) (2 SEN)	3 (17%)	9 (50%) (4 SEN)	7 (39%) (2 SEN)	3 (17%) (1 SEN)	8 (44%) (3 SEN)	5 (28%) (2 SEN)	1 (6%)	12 (67%) (4 SEN)
Year 6 21 chn	6 (29%) (5 SEN)	11 (52%) (2 SEN)	4 (19%)	10 (48%) (6 SEN)	10 (48%) (1 SEN)	1 (4%)	6 (29%) (4 SEN)	14 (67%) (3 SEN)	1 (4%)

Teacher assessments and standardised tests indicate that performance of disadvantaged pupils for the period 2020/21 was lower than in previous years. Despite a rigorous approach to remote learning which included access to devices, a robust and well-delivered remote curriculum which included resources such as the National Oak Academy and live teaching, the disruption caused by Covid-19 had a detrimental impact on the majority of our disadvantaged pupils. Compounding this was the decline in spoken English in the home during periods of lockdown for our EAL students.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £108,755

Activity	Impact
Develop speech, language, communication and vocabulary & attitudes to reading	This was greatly impacted by Covid-19 and lockdowns. The Nuffield Early Language Intervention commenced with pupils in Reception, after the lockdown. It was due to conclude in July 2021. However, due to the late start, the programme has not yet finished and we do not yet have the final impact

	data. Speech and Language interventions also took place during the afternoon sessions at school, across other year groups. There is some evidence that there has been a slight impact on the speech and language skills of the pupils. However, the lockdown periods had a significantly negative effect.
Provide CPD for Teachers and Teaching Assistants to ensure they have the necessary skills, subject knowledge, pedagogy to meet the wide-ranging needs of PP eligible pupils and to deliver quality first teaching to all.	Teaching quality was consistently high and disadvantaged pupils benefitted from targeted planning and interventions. This was recognised by an external review conducted by the Challenge Partner network who reported, “teachers are skilled at pitching learning at the appropriate level matched to National Curriculum expectations. Current tracking for pupils, including those who are disadvantaged, shows that they are achieving well and making up lost ground following lockdown. CP review 16.6.21
Provide CPD to staff to deliver remote learning using bespoke on-line platform	Quality first provision was maintained throughout periods of lockdown and isolation to minimise the impact of disrupted learning. Pupils benefitted from a varied range of teaching including live lessons and National Oak Academy.
Monitor and evaluate the quality of on-line lessons	All year groups benefitted from continued access to the full curriculum during periods of lockdown and isolation.

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

Budgeted cost: £66,700

Activity	Impact
Pupils with low starting points are enabled to catch up quickly and achieve in line with their peers	Interventions including Neli, Blast, phonics and Welcomm, coupled with high quality first teaching was able to redress the low starting points in EYFS thus helping our disadvantaged pupils catch up and not fall further behind particularly on return from periods of lockdown.
Individual disadvantaged pupils' gaps analysed to target intervention for reading, writing and maths.	Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead, EAL support and SENCO accelerated progress for some disadvantaged pupils including higher attaining pupils. The National tutoring programme was introduced in year groups 1 and 2 and 59 of the 60 children targeted achieved age related or above expectations. However, there are some disadvantaged pupils still not performing as well as their peers.

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach
Provide devices to enable pupils access to the remote curriculum.	All disadvantaged pupils were provided with devices where needed in order to access remote learning provided during periods of lockdown.
Work with pupils, families, family support workers, school nurse, teaching staff, inclusion team, attendance officer, secondary schools and social care.	SEMH support provided for identified pupils both in and during lockdown maintained strong support systems for pupils and their families. Emotion coaching approach has visibly developed resilience in children. Pupils and families have benefitted from a range of interventions and services targeted at improving well-being and improving PHSE strategies
Improve attendance and punctuality so that this is at least in line with the national average.	Although overall attendance in 2020/21 was lower than the previous year it was significantly higher than the national average for the same period. Persistent absence continues to be higher than the national average so remains an ongoing target for improvement.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or the recovery premium. That will include:

Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Re-instating the wide range of high quality extra-curricular activities to boost well-being and support learning across the curriculum. Evidence suggests this approach will also boost attendance and aspiration. Activities are linked to the Hill Farm Promise and focus on character building skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and financially supported to participate where necessary.