

Pupil Premium Strategy Statement



School overview

Detail	Data
School name	Devonshire Primary Academy
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	05.10.21
Date on which it was last reviewed	11.10.22
Next review date	10.07.23
Statement authorised by	Mr. D. Simm
Pupil premium lead	Mrs. N. Horabin
Governor / Trustee lead	David O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,870
Recovery premium funding allocation this academic year	£38,715
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	£411,585

Part A: Pupil premium strategy plan

Statement of intent

The 2019 index ranks Blackpool as the most deprived of 317 Local Authority areas in England, based on the average LSOA score and concentration of deprivation measures. It is also now the most deprived Local Authority based on the lesser-used rank of average score measure. 39 of 94 Blackpool LSOAs are in the 10% most deprived in the country, up from 36 in 2015, with 96% of LSOAs now ranking in the bottom half of the deprivation deciles. This is based on the concept that deprivation consists of more than just poverty. In contrast, poverty is related to not having enough money to live on; deprivation refers to a much broader lack of resources and opportunities.

Therefore, the intent is for Devonshire Primary Academy to ensure that pupils from and/or those affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress compared to those affected by similar circumstances nationally.

The wider aim of the strategy is to raise the educational achievement of disadvantaged pupils of all abilities, minimising the risk of underachievement. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium (60%) is significantly higher than the national average (21%) for primary schools.

Our pupil premium strategy has been developed using current EEF guidance and follows the 4-step cyclical model;

- Diagnose our pupils' challenges and needs
- Use strong evidence to support our strategy
- Implement our strategy
- Monitor and evaluate our strategy

At the heart of our approach is high-quality teaching and all pupils having access to a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We have analysed the impact of missed education and addressed this through our 3-year strategy but understand that the long-term effects may not be apparent for some time. Therefore, the strategy will be evaluated yearly and adapted accordingly.

Challenges

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

Challenge number	Detail of challenge																																																	
1	<p>The majority of pupils enter our early years provision below age-related expectations in all areas of learning.</p> <p>This is evident from our September 2022 baseline, demonstrating that 0% of pupils eligible for pupil premium were on track to achieve a GLD.</p> <p>Poor communication and language skills on entry to pre-school and reception significantly impact pupils accessing the early years curriculum.</p> <p>This is evident from our September 2022 baseline, demonstrating that 50% of pupils eligible for pupil premium were significantly below in the area of communication and language, with another 52% of pupils working towards the age-related standard.</p>																																																	
2	<p>Pupils across the school exhibit gaps in their learning. Assessments, observations, discussions and analysis indicate that the reasons are; school closures due to the pandemic, poor working memory, lack of retention, limited vocabulary and attendance issues.</p> <p>This trend is slightly more prevalent among our disadvantaged pupils but the table below demonstrates that a large proportion of our non-pupil premium pupils are also working below age related expectations.</p> <table border="1"> <thead> <tr> <th>Summer data 22</th><th>ARE Reading PP</th><th>ARE Reading Non-PP</th><th>ARE Writing PP</th><th>ARE Writing Non-PP</th><th>ARE Maths PP</th><th>ARE Maths Non-PP</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>15%</td><td>29%</td><td>6%</td><td>8%</td><td>18%</td><td>20%</td></tr> <tr> <td>Year 2</td><td>40%</td><td>43%</td><td>24%</td><td>35%</td><td>22%</td><td>43%</td></tr> <tr> <td>Year 3</td><td>54%</td><td>68%</td><td>10%</td><td>32%</td><td>5%</td><td>5%</td></tr> <tr> <td>Year 4</td><td>54%</td><td>78%</td><td>3%</td><td>11%</td><td>3%</td><td>11%</td></tr> <tr> <td>Year 5</td><td>43%</td><td>46%</td><td>2%</td><td>10%</td><td>4%</td><td>9%</td></tr> <tr> <td>Year 6</td><td>44%</td><td>57%</td><td>55%</td><td>71%</td><td>35%</td><td>57%</td></tr> </tbody> </table>	Summer data 22	ARE Reading PP	ARE Reading Non-PP	ARE Writing PP	ARE Writing Non-PP	ARE Maths PP	ARE Maths Non-PP	Year 1	15%	29%	6%	8%	18%	20%	Year 2	40%	43%	24%	35%	22%	43%	Year 3	54%	68%	10%	32%	5%	5%	Year 4	54%	78%	3%	11%	3%	11%	Year 5	43%	46%	2%	10%	4%	9%	Year 6	44%	57%	55%	71%	35%	57%
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3	Observations and discussion with pupils highlight a lack of aspiration, with many pupils not aspiring to a future career.																																																	
4	<p>Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. This is partly driven by lost learning, unfamiliar routines, lack of social interaction and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This is evident in the rise in number of incidents logged on CPOMS relating to low-self-esteem and anxiety.</p>																																																	
5	A high proportion of children, whom we welcome on admission, have undiagnosed and / or unmet additional needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing, relationships with peers and adults, and their resilience.																																																	

6	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
8	Poor attendance and lateness impact on outcomes for our disadvantaged pupils. Analysis indicates that there is minimal difference between absence and lateness of pupils eligible for pupil premium compared to pupils who are not eligible. However, as challenge number 2 highlights, we have a higher number of pupils eligible for pupil premium who are not working at age-related expectations and persistent absence and lateness exacerbate this issue.
9	Pupil mobility has an impact on teaching and learning, outcomes, and behaviour for learning. Some pupils, on entry, have experienced multiple schools within their young lives. This impacts on their sense of belonging, as well as their readiness to settle and learn, further compounded by family transience.

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
Communication and language difficulties are promptly identified and support put in place.	Early intervention ensures communication and language difficulties are not a barrier to pupils learning. Accelerated progress is made by pupils who display difficulties in this area of learning.
Pupils to make accelerated progress within the EYFS.	Percentage of pupils achieving a good level of development remains in line, or better, than Blackpool. Pupils leave year 1 and subsequent year groups on track due to the solid foundations laid in the EYFS.
Bespoke Devonshire curriculum which is taught to address the needs of our children. This includes; prior learning tasks, retrieval practice, repetition of skills, threshold concepts running throughout subjects, interleaving and low-cognitive load.	Pupils know and remember more. Pupils make connections within their learning. Pupils are happy and self-aware learners. Pupils have an intrinsic desire to learn and have high aspirations for their future.
Reading, writing and maths outcomes improve year on year.	Internal data demonstrates that more disadvantaged children are working at age related standards in reading, writing and maths.
Teaching and learning at Devonshire Primary Academy is at least good.	Improved attainment due to good / outstanding teaching.

	Pupils achievements are in line, or better, than national data.
Early identification of social and emotional needs allows pupils to build resilience and reengage with learning.	Fewer referrals to CAHMS. Children deploy strategies to cope with emotions, independently soothing and reframing their mind-set. Internal exclusions decrease.
To improve the attendance of targeted disadvantaged pupils.	The attendance of disadvantaged students is sustained at a minimum of 95% from year one to year 6.

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: £174, 834

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving teacher's knowledge of what good teaching looks like remains at the forefront of the School Improvement Plan. Subscribed to TT Education School Improvement Club.	CPD is focused on the science of learning. <i>'Improving teaching quality generally leads to greater improvements'</i> EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 6
The curriculum lead is responsible for ensuring the newly designed curriculum is improving attainment in all subjects.	A bespoke Devonshire curriculum has been developed in line with the most recent research on the science of learning. Our curriculum lead undertook an 18-month course on curriculum design and has led on the development and implementation of the curriculum. The curriculum course adhered to the recommendations set out by the EEF on effective CPD.	2, 3, 6

	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1666783558</p> <p>The EEF guidance on implementation has been followed to ensure that the new curriculum is successful.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1666782881</p>	
Explicitly teaching children about thinking is interwoven into everyday teaching and learning.	<p>Evidence suggests that metacognitive strategies lead to improved outcomes and independence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads</p>	1, 2
Science lead to teach science across KS2 and improve Science teaching across the school.	<p>The science lead teaches science across KS2 in order to release teachers for PPA and subject leader time.</p> <p>Research shows that teachers demonstrating good subject knowledge have a bigger impact on pupil's outcomes.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</p> <p>https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</p>	2, 3, 6, 7
High ratio of staff to children within the EYFS	<p>Communication and language is our priority within the EYFS.</p> <p>The communication Trust state:</p> <p><i>'There are close links between language development and areas of social disadvantage. Many children growing up in these areas have poor language skills; their spoken language is like that of a younger child, however with the right support some can develop and catch up.</i></p> <p><i>Social disadvantage does not predict language development but is strongly associated and so is a risk factor for poor language skills.</i></p> <p><i>As many as 50% of children in some areas of social disadvantage start school without the language they need for learning.</i></p> <p><i>In areas of social disadvantage children and young people are more than twice as likely to have SLCN (this study</i></p>	1, 2, 5, 7

	<p><i>found that the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation).</i></p> <p>Our high ratio of staff to children ensures that quality interactions are part of the daily routine. Children's needs are promptly addressed and timely support put in place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	
Subject leads consider their long-term plans and include opportunities for cultural capital and raising aspiration.	<p>https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</p> <p><i>'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class children do better in education than working class children'.</i></p>	3, 6

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

Budgeted cost: 187,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
Established SEND team identify additional needs early with all school staff knowing and following the graduated response.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>	5
Specialist staff assess children's speech and language on entry and relevant support is put in place.	<p>We recognise the link between oral language, reading and writing and how gaps occur when there are difficulties in these areas. Wider issues relating to the child and his or her environment that indirectly influence literacy development also informs our teaching. These include child-based factors such as hearing, speech and motor difficulties, retrieval speed, metacognition, and executive function. These child factors are influenced further by the environment, such as family background, home language and literacy environment, and whether they speak, read, or write in an additional language.</p> <p>https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice</p>	1, 2, 5, 7

<p>Learning mentors identify and address mental-health and well-being issues amongst our community. They are instrumental in planning bespoke programmes for children's social and emotional development.</p>	<p>Our newly devised PSHE curriculum also explicitly teaches SEL with a high proportion of curriculum time given to PSHE/SEL and SMSC. This aligns with the 6 recommendations set out in the EEF improving social and emotional learning in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>A <i>DfE evidence review highlighted the subject's importance to children and young people's wellbeing and knock-on effects on academic achievement, stating that 'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'.</i></p>	<p>1, 2, 4, 7</p>
<p>Targeted maths and English interventions across all year groups.</p> <p>Phonics – Lightning Squad</p> <p>Reading – Toe by Toe/ Talisman/ Reading Rockets</p> <p>Writing – Colourful semantics</p> <p>Spelling – Word Wasp</p> <p>Number – Plus 1/ The Power of 2</p>	<p>https://thirdspacelearning.com/blog/pupil-premium-intervention-ideas/</p> <p>Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files>Selecting_interventions_tool.pdf</p> <p>Lightning Squad FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories. Pupils will work with a tutor for six weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p> <p>Toe by Toe Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires 20 minutes of coaching a day. Toe by Toe is for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexia, dyslexic difficulties or ADHD. Regardless of the nature of literacy problems, everyone can be taught to read using Toe by Toe.</p> <p>Colourful Semantics Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.</p>	<p>1, 2, 5, 7</p>

	<p>The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.</p> <p>Word Wasp The Wasp and Hornet were developed to meet the needs of students with moderate to severe reading and spelling problems, including dyslexia. The reading and spelling skills that they deliver are not based on memory but based on the language itself.</p> <p>Plus 1/ The Power of 2 Plus 1 covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is for anyone who benefits from repeated practice and explanation as the book, Plus 1, stems from the need of some people to have more reinforcement and practice than is often available. Power of 2 begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the new Mathematics Curriculum.</p>	
Every classroom has a teaching assistant who will support children entering as a non-routine admission. This will ensure the child feels welcomed and that they belong at our school from the outset.	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.pdf</p> <p>https://schoolsweek.co.uk/5-ways-schools-can-support-high-mobility-learners/</p>	1, 2, 4, 8, 9

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

Budgeted cost: £53,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed an evidence informed	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf	1, 2, 8

approach to addressing attendance issues.	<p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p><i>'Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved'.</i></p>	
All year 6 pupils have the opportunity to attend the residential.	<p>https://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2- September-2014.pdf</p> <p>https://learningaway-org-uk.stackstaging.com/impact/evaluating-learning-away/</p>	2, 3, 4, 6, 7, 9
Our ambitious curriculum ensures children receive a rich cultural offer but we want to enhance this further by providing our children with a broad personal development offer.	<p>Trips, visits and experiences are meticulously planned to enable children to; use a range of social skills in a variety of contexts, promote equality of opportunity, develop confidence, gain knowledge and understanding of other faiths and beliefs, reflect on their experiences and to participate positively to artistic, musical, sporting and cultural opportunities.</p> <p>https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</p> <p><i>'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class children do better in education than working class children'.</i></p>	1, 2, 3, 4, 6, 7
Newly formed behaviour team ensure behaviour for learning is not a barrier to learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 2, 3, 5, 7
Regular staff training on SEMH ensures signs and symptoms are promptly identified and interventions/support put in place.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2, 3, 5, 7

Total budgeted cost: £415,559

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021 - 2022 Analysis of Internal Data

EYFS- Good Level of Development

2019	2022
64%	68.4%

3% of pupils eligible for pupil premium were on track to achieve a good level of development at baseline compared to 11% of children who are not eligible for pupil premium.

70% of pupils eligible for pupil premium achieved a good level of development compared to 67% of children who are not eligible for pupil premium.

School EYFSP was higher at 68.4% than Blackpool at 60.1%.

Year 1 Results 2022

% of children achieving the expected standard

Subject	Disadvantaged	Non-Disadvantaged
Reading	15%	21%
Writing	6%	7%
Maths	18%	23%

There are 56 children in this cohort – 20 boys and 36 girls.

33 are disadvantaged (59%) and 12 have identified SEND needs. 4 of the 12 children are summer born and all working below ARE.

Out of the 33 disadvantaged children, 15 are summer born, with 14 working below ARE.

The disadvantaged boys outperformed the disadvantaged boys in reading 10% at ARE V 21% at ARE. There was little difference in writing and maths.

Year 2 Results 2022

% of children achieving the expected standard

Subject	Disadvantaged	Non-Disadvantaged
Reading	39%	39%
Writing	25%	27%
Maths	25%	30%

There are 56 children in this cohort – 27 boys and 29 girls.

43 are disadvantaged (77%) and 12 have identified SEND needs. 6 of the 12 children are summer born and 5 are working below ARE.

Out of the 33 disadvantaged children, 17 are summer born, with 14 working below ARE. Disadvantaged girls slightly outperform the disadvantaged boys in writing and reading, while the disadvantaged boys slightly outperform the disadvantaged girls in maths.

<u>Year 3 Results 2022</u>		
% of children achieving the expected standard		
Subject	Disadvantaged	Non-Disadvantaged
Reading	53%	58%
Writing	9%	16%
Maths	4%	5%

There are 60 children in this cohort – 30 boys and 30 girls.

41 are disadvantaged (68%) and 9 have identified SEND needs.

There is no significant difference between the disadvantaged boys and the disadvantaged girls.

<u>Year 4 Results 2022</u>		
% of children achieving the expected standard		
Subject	Disadvantaged	Non-Disadvantaged
Reading	52%	60%
Writing	2%	3%
Maths	2%	5%

There are 51 children in this cohort – 24 boys and 27 girls.

34 are disadvantaged (67%) and 9 have identified SEND needs.

There is no significant difference between the disadvantaged boys and the disadvantaged girls.

<u>Year 5 Results 2022</u>		
% of children achieving the expected standard		
Subject	Disadvantaged	Non-Disadvantaged
Reading	44%	43%
Writing	2%	1%
Maths	4%	3%

There are 57 children in this cohort – 28 boys and 29 girls.

47 are disadvantaged (82%) and 21 have identified SEND needs.

There is no significant difference between the disadvantaged boys and the disadvantaged girls.

<u>KS2 Results</u>		
% of children achieving the expected standard		
Subject	2019	2022
Reading	48%	47.4% (inc. 8.8% GDS)
Writing	72%	59.6%
Maths	62%	40.4%
GPS	63%	49.1% (inc. 12.3% GDS)
RWM	38%	31.6%

Year 6 (2021-2022) was made up of 57 children: 18 boys and 39 girls

43 children are disadvantaged (75%) and 19 have identified SEND needs.

Intended Outcomes

Communication & Language

98 children were identified as having speech and language difficulties, 66 of these were disadvantaged. 14 of these children were discharged by the end of the year. 28 of the 98 children were identified with speech and language difficulties on arrival to the 2021-2022 reception cohort.

Accelerated progress in the early years

The number of children on entry to reception demonstrating age related milestones was 10%. The number of children that achieved a good level of development at the end of reception was 68%, which was above the national average.

Sequential curriculum

Pupil voice throughout the year has shown that children are remembering more and making links within their learning.

Subject leaders are released on a rolling cycle to monitor their subject. Within their release time they are responsible for ensuring coverage of their subject is evident, monitoring books (standards, coverage, differentiation, expectations), observing their subject being taught and engaging with pupil voice.

This triangulation of monitoring has had a positive impact on outcomes within the wider curriculum, with children demonstrating the retention of knowledge and the ability to link this to wider concepts.

An analysis of maths has highlighted that children need more basic arithmetic and this will be the focus in 2022 – 2023.

Teaching and learning

The science of learning has been the focus of CPD throughout the academic year.

Monitoring by senior leaders identified that teaching throughout the school was generally good with some areas for development. The areas for development were promptly identified and action plans put in place to address the inconsistencies.

Identification of SEMH

The learning mentors have had 110 pupils on their caseload for the 2021-2022 academic year.

They have delivered the following groups/interventions;

Challenging behaviour course for parents – 20 parents

Lego therapy – 6 children

Pants work – 18 children

Bereavement – 12 children

Time to Talk – 12 children

Transition to High School – 6 children

Lunch Club – 50 children

Break Club – 30 children

Self-Harm Intervention – 8 children

Pamper Club – 16 children

Sensory Room Sessions – 4 per week

Therapy Dog Sessions – 15 children

A very successful wake-up and shake-up morning club runs four days per week, with an average of 40-50 children attending.

The learning mentors have also run a series of afterschool clubs for identified pupils.

Approximately 90 children have benefitted from this.

An average of 60 food bags are made and delivered weekly to identified parents.

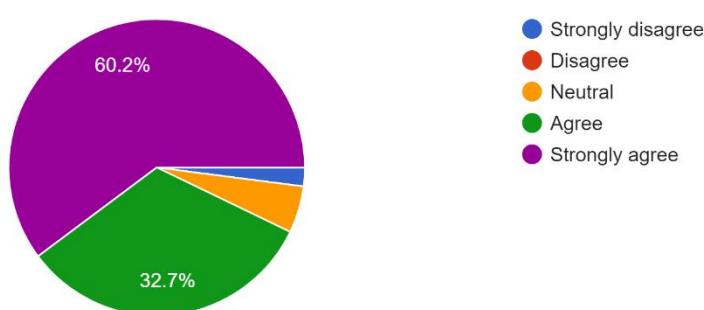
The external counsellor has regularly seen 15 children throughout the academic year.

The learning mentors speak directly to approximately 80 parents per week – this ranges from offering support, sharing concerns and reporting in-school incidents.

Parents and carers

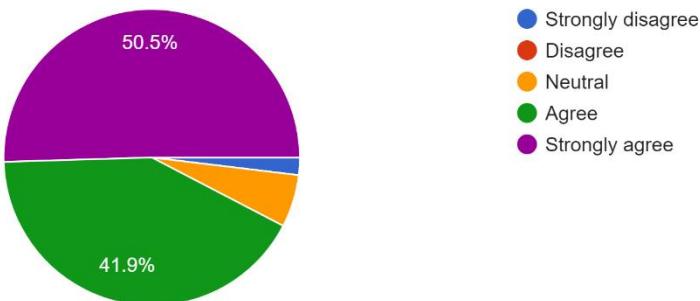
18. Overall, I am satisfied with the school

98 responses



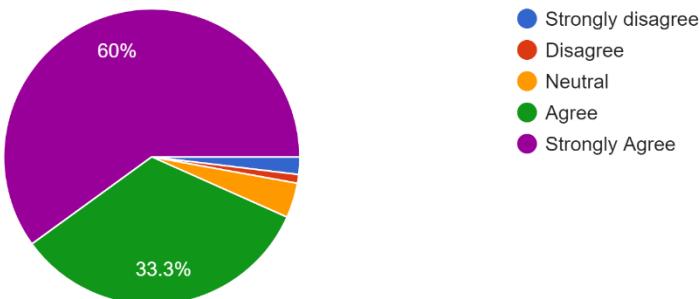
12. The school gives me advice on how to support my child's learning at home

105 responses



13. I feel comfortable approaching the school with questions, suggestions and/or a problem

105 responses



A parent survey was undertaken in May which was overwhelmingly positive. The pie charts above are a selection of the responses collected.

Members of SLT are available on the gates both in a morning and in an evening to speak to parents.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
FFT Aspire	Fischer Family Trust
Scarf	Lancashire County Council
TT Education	TT Education