

Pupil Premium strategy statement: BARNES PRIMARY SCHOOL

This statement details our school's use of Pupil Premium funding (and Recovery Premium for the 2021 to 2022 academic year) 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.

Annual review 1 (28/09/22) Outcomes from 21/22

School overview

Detail	Data (2021/22)	Data for 2022/23
School name	Barnes Primary	
Number of pupils in school	474	477
Proportion (%) of Pupil Premium eligible pupils	2.95%	2.94% (funded) 3.56% (on roll)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24	
Date this statement was published	20/12/2021	
Date on which it will be reviewed	31/07/2022	September 2023
Statement authorised by	Sue Jepson (Headteacher)	
Pupil Premium lead	Heather Smith	
Governor lead	Antonia Lord	

Funding overview

Detail	Amount (2021/22)	Amount 22/23
Pupil Premium funding allocation this academic year	£21,014.20	£21,902.00
Recovery premium funding allocation this academic year	£2,030.00	£2,030.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,044.20	£23,932.00

Part A: Pupil premium strategy plan

Statement of intent

Background

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI). Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.

Additional government funding, the Pupil Premium Grant (PPG), is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

All staff and governors at Barnes Primary School are committed to ensuring that 'quality first teaching' and the learning, love and laughter that we deliver meets the needs of every pupil, so that all can reach their full potential. It is our stated aim to ensure that barriers are removed so that all our pupils can know more and remember more (and indeed do more) in order to maximise their life skills and therefore their life chances.

Barnes Primary School uses the Department for Education (DfE) seven building blocks for raising the attainment of disadvantaged pupils when establishing and reviewing our Pupil Premium strategy:

- Promoting an ethos of universal attainment, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- Having an individualised approach to addressing barriers to learning and emotional support – and from an early stage;
- Focussing on quality-first, whole-class teaching to raise standards for all and diminish potential stigmatisation;
- Focussing on outcomes for individual pupils rather than providing strategies;
- Deploying our best staff, who know our disadvantaged pupils;
- Making evidence-based decisions, using frequent assessment and decision points;
- A leadership team that sets ever-higher aspirations for raising attainment for all pupils, devolving responsibility to all staff to deliver it and empowering them to do so.

Our intention is to enable every single child in our school to reach, or surpass, the national performance expectation for their age. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils to be confident, independent and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through participation in paired, group and class discussions) and ongoing formative assessment.</p> <p>NELI language assessments, on start and completion of the programme, evidence an increase in scores for disadvantaged pupils in identified areas of oral communication.</p> <p>Phase reviews, learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium as a result of quality first teaching across the curriculum.</p>
Improved core subject attainment among disadvantaged pupils	<p>Assessments and observations indicate significantly improved attainment, engagement and confidence in core subjects among disadvantaged pupils:</p> <p>End-of-phase reading assessments evidence disadvantaged pupils attaining at least national expectations over the period of this statement;</p> <p>The gap between disadvantaged and non-disadvantaged progress scores in reading reduced by at least 50% on 2018/19 data;</p> <p>End-of-phase GPS assessments evidence disadvantaged pupils attaining at least national expectations over the period;</p> <p>The gap between disadvantaged and non-disadvantaged progress scores in Writing reduced by at least 25% on 2018/19 data;</p> <p>End-of-phase maths assessments evidence disadvantaged pupils attaining at least national expectations over the period;</p> <p>The gap between disadvantaged and non-disadvantaged progress scores in Maths reduced by at least 10% on 2018/19 data.</p>
Increased opportunities for cultural capital for disadvantaged pupils to achieve greater equality	<p>All parents are reading with their child(ren) at home, evidenced by comments in reading journals for KS1 and by reading entries in KS2.</p> <p>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.</p> <p>100% of children eligible for PPG attend a suitable, quality before or after school club.</p> <p>100% of children eligible for PPG attend residential school trips.</p>

	<p>100% of children eligible for PPG participate in at least one competitive supporting event a year throughout their time at Barnes Primary School.</p> <p>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, pupil council, food focus group, sports lead, eco lead or Pupil Parliament representative.</p> <p>Opportunities for cultural capital embedded in remote learning in the event of self-isolation requirements or wider school closures.</p>
Attachment is understood by all pupil-facing staff	<p>School becomes 'Attachment Aware' and all staff have been trained on attachment.</p> <p>Attachment behaviour can be recognised, reacted to positively and the underlying need supported by all staff working with attachment-compromised children.</p> <p>LAC and Post-LAC children feel supported as demonstrated by pupil and parental feedback.</p> <p>All children in need of resilience support are identified and attend resilience groups for a minimum of 6 weeks.</p> <p>Families in need are well supported/signposted as demonstrated by parental feedback.</p>
Improved attendance	Negligible difference in attendance for disadvantaged children in comparison to their peers.
Widely supported and successful PPG strategy	<p>PPG team members will engage whole staff body through training, coaching, sharing good practice and using resources strategically.</p> <p>PPG children will be additionally tracked as part of phase and SEND reviews.</p> <p>Minutes of Governing Body and committee meetings will demonstrate robust overview of PPG.</p> <p>The school will achieve the stated success criteria in this strategy statement.</p>

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: £10,750

Activity	Evidence that supports this approach	Challenge(s) addressed	Review 1 28/09/22
<i>The highest quality teaching throughout the school developed through well-conceived</i>	EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	1, 2, 3,	Successful and readopted for next AY:

<p><i>and successful continual professional development (CPD) on effective pedagogy and brain development</i></p> <p>Budget / Actual</p> <p>Leadership time for mentoring ECTs: £1,720 / £3,720 (expanded to SD)</p> <p>External training provision: £500 / £580</p> <p>Additional hours for part time teachers for INSET training: £1,450 / £1,390</p>	<p>Rob Coe and colleagues (2014) identify six components of teaching that lead to improved student outcomes. Amongst them is quality of instruction which includes elements such as effective questioning and use of assessment by teachers, along with specific practices such as reviewing previous learning, retrieval, low stakes testing, spaced learning, providing model responses for students and giving adequate time for practice to embed skills securely.</p> <p>EEF: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>		<p>Leadership time (ECT/SD mentoring): £3,900</p> <p>External training: £850</p> <p>INSET hours: £2,500</p>
<p><i>CPD sessions for support staff on developing pupils' oral language skills and vocabulary development</i></p> <p>CPD allowance: £510 / £470</p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Durrington Research School (2021): Developing pupils' oral language, vocabulary, reading comprehension and metacognition are often at the heart of an effective strategy for addressing socio-economic disadvantage.</p>	1,	<p>Successful and readopted for next AY:</p> <p>CPD allowance: 2 sessions @ 45 mins ea for all support £790</p>
<p><i>CPD sessions for all EYFS staff on assessing and developing pupils' early oral language skills using the Nuffield Early Language Intervention programme (NELI)</i></p> <p>Cover for 2 teachers for 1 day : £365 / £365</p> <p>Cover and supply for 3 EYFS TAs for 4 days: £1,420 / £1,260</p>	<p>EEF: The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. This is true for both the more expensive, 30-week version, starting in nursery, and the 20-week version, delivered only in school. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months' additional progress for the 20-week version.</p>	1,	<p>Completed. Funding not allocated for next AY as training for new employees will be done in-house.</p>

<p><i>Termly, data-driven pupil progress meetings between Headteacher, SEND lead, phase leaders and class teachers to identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet these</i></p> <p>Cover: £1,640 / £1,640</p>	<p>Macleod et al (2015): Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	<p>1, 2, 3, 5,</p>	<p>Successful and readopted for next AY (with 1 SLT):</p> <p>Cover for teacher release: £1,030</p>
<p><i>Release time for phase leaders and teachers to create engaging and accessible remote learning tools – including opportunities for cultural capital - in the event that disadvantaged children are forced to learn remotely</i></p> <p>Cover: £365 / £365</p>	<p>DfE (Understanding Progress in the 2020/21 academic year): The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools.</p> <p>RS Assessment (The impact of school closures on autumn 2020 attainment): The Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group in Maths, a widening of 2 months since 2019.</p> <p>EEF: Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group extra-curricular lesson, for example a drama class [during lockdown].</p>	<p>1, 2, 3,</p>	<p>Completed. Funding not allocated for next AY given reduction in requirement for remote learning but completed resources available for the future.</p>
<p><i>Release time for SLT to undertake the year-long Attachment Aware Schools training to minimise implications of poor attachment on educational and emotional development and to enable the development of a whole</i></p>	<p>Louise Michelle Bomber: Pupils who have experienced significant relational traumas and losses in their short lives to date often have developmental vulnerabilities in the following areas: executive functioning, regulation and psychological development. An Attachment Aware School ensures that</p>	<p>4,</p>	<p>Successful and readopted for next AY to achieve silver (SEND Lead release only):</p> <p>Cover 3 days: £980</p>

<p><i>school Relationships policy</i></p> <p>Cover/additional hours: £2,270 / £2,000</p>	<p>these three areas are attended to.</p>		
<p><i>CPD sessions for all staff (and some governors) on attachment, emotional coaching and Attachment Aware school strategies to lessen the educational and emotional implications of poor attachment in LAC, Post-LAC and other disadvantaged children</i></p> <p>CPD allowance (support staff): £510 / £670 (inc pupil facing admin)</p>	<p>Sir John Timpson: There is very little about any relational work in teacher training. This lack of skill set and awareness around these issues mean that teachers are poorly equipped and have only behaviour management systems to fall back on.</p> <p>Rees Centre: Preliminary studies suggest that increased awareness of attachment and trauma issues among teaching and non-teaching staff can positively influence the school environment, enhance wellbeing and ultimately improve learning and educational outcomes for vulnerable young people.</p>	4,	<p>Successful and readopted for next AY:</p> <p>CPD allowance: 2 sessions @ 45 mins ea for all support £790</p>

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

Budgeted cost: £6,310

Activity	Evidence that supports this approach	Challenge(s) addressed	Review 1 28/09/22
<p><i>Delivery of NELI programme for Reception-aged pupils</i></p> <p>Cover for YR TAs 2 hour pw for 20 wks: £680 / £820</p>	<p>RAND (commissioned to conduct a randomised, controlled trial into the effectiveness of NELI): NELI appeared to have a positive impact on children's language skills:</p> <ul style="list-style-type: none"> • Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading. • Children with English as an additional language (EAL) on the NELI programme made the equivalent of three 	1, 2, 3,	<p>Successful and readopted for next AY:</p> <p>Release (20 hrs delivery & 1 day assessment): £900</p>

	<p>additional months' progress in language skills.</p> <ul style="list-style-type: none"> Teaching assistants, teachers and headteachers agreed that NELI had a positive impact on children's language skills, with teaching assistants commenting that they observed improvements in the vocabulary of children, as well as in their narrative and story-telling skills, their attention and engagement levels, and in their confidence when communicating. <p>EEF: Teaching assistants delivering the programme reported that they found it difficult to devote enough time to it, and that support from senior staff was required to protect the programme time.</p>		
<p><i>To offer support that may not be available in the home through before and after school small group, paired or 1:1 teams sessions, led by school teaching and support staff who know the children</i></p> <p>Additional supply hours: £3,460 / £2,050</p>	<p>Macleod et al (2015): the best staff should be deployed to support disadvantaged pupils with schools developing skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.</p> <p>EEF: effective deployment of adult support in 1:1 small group settings in a structured environment demonstrates a consistent impact on attainment of approximately 3 to 4 additional months' progress.</p> <p>Durrington Research School: Pupils are far more likely to take on board feedback about themselves as learners when it comes from adults who are trusted by them and show a genuine interest in their learning.</p>	2,	<p>Successful but did not achieve universal coverage.</p> <p>Ongoing: with additional funding allocated for next AY for schemes to encourage all vulnerable children to attend after school teams and homework sessions where need is identified and for additional Easter sessions for Y6 children</p> <p>Additional supply hours: £2,640</p>
<p><i>Regular targeted reading intervention for lowest 20% of readers,</i></p>	<p>Literary Trust: The majority of children will have spent less time reading, writing, speaking</p>	1, 2, 3,	<p>Successful but late for Y6 and so gap did not</p>

<p><i>meeting the individual needs of the child and giving them the opportunity to read with and to an adult on a regular basis</i></p> <p>Additional staffing 3 hours pw: £1,630 / £940</p>	<p>and listening during lockdown. Children eligible for Free School Meals and Pupil Premium are therefore especially likely to benefit from targeted interventions.</p> <p>Sir Kevan Collins: Making sure all pupils experience the joy of reading and leave primary school with good reading skills is crucial, not just for their academic success later in school, but for building rewarding careers and lives beyond school. Yet a disadvantaged child in England is still much more likely than their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading.</p>		<p>reduce as hoped. Ongoing via dedicated staff member rather than release:</p> <p>Additional staffing 3 hours pw: £2,010</p>
<p><i>Resilience group sessions for those disadvantaged pupils identified as requiring support, particularly after periods of remote learning</i></p> <p>Additional staffing 1 hour pw: £540 / £150</p>	<p>EEF: A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>Public Health England: Evidence shows that resilience could contribute to healthy behaviours, higher qualifications and skills, better employment, better mental wellbeing.</p>	1, 2, 3, 4,	<p>Delayed due to training constraints but limited roll-out appears successful. Ongoing for next AY:</p> <p>Additional staffing: 2.5 hour pw: £900</p>

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge(s) addressed	Review 1 28/09/22
<p><i>Increasing the number and quality of decodable books (and those in the school's</i></p>	<p>EEF: On average, disadvantaged children are less likely to own a book of their own and read at home</p>	1, 2, 3,	<p>Resourcing phase completed.</p> <p>Ongoing roll out of Schemes such as</p>

<p><i>book pack scheme) and introducing lunchtime book clubs so that children with few books in the home can access the resources necessary for them to become readers for pleasure</i></p> <p>Resources: £1,000 / £6,000</p>	<p>with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Centre for Literacy in Primary Education (CLPE): Research shows us, that being literate changes your life. The research also shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor. Encouraging reading for pleasure is a social justice issue.</p>		<p>Spark! And 'meet the author' to encourage reading for pleasure next AY:</p> <p>Cover for release: £700</p>
<p><i>To provide disadvantaged children with free access to extended provision at school, including holiday camps, and heavily subsidised instrumental lessons, trips and visits</i></p> <p>Clubs: £1,500 / £1,250</p> <p>Music tuition: £1,750 / £3,080</p> <p>Trips and visits (inc residential): £1,600 / £1,200</p> <p>Holiday clubs: £200 / £600</p>	<p>National Curriculum and OFSTED handbook (2019): Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p> <p>EEF: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extra-curricular activities, such as a piano lesson [during the period of the pandemic]</p>	3, 4,	<p>Successful and readopted for next AY:</p> <p>Clubs: £2,000</p> <p>Music tuition: £3,000</p> <p>Trips and visits (inc residential): £1,000</p> <p>Holiday clubs: £300</p>
<p><i>Implementing strategies (including working with EWO, providing free places at before school clubs and facilitating parent engagement groups) to</i></p>	<p>DfE (2020): Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their</p>	5,	<p>Partially completed (difficulties securing EWO time). To be elevated next AY:</p> <p>Release for admin (data): £440</p>

<p><i>ensure regular attendance</i></p> <p>EWO: £630 / £0</p> <p>Wraparound care: £200 / £0 (greater need for holiday care above)</p> <p>Resources for parent group sessions: £100 / £10</p>	<p>education. Children with poor attendance tend to achieve less in both primary and secondary school.</p>		<p>Release for SLT (parental engagement): £930</p> <p>Wraparound care: £200</p>
<p><i>Ensuring a high priority on PPG children, and those with co-occurring barriers to learning, despite low numbers</i></p> <p>Leadership time: £520 / £300</p>	<p>Education Policy Institute (2016): Equality of outcomes matters. We know that poor children are 43 per cent less likely to go to university, three times as likely to claim unemployment-related benefits at age 19 and their earnings are estimated to be 28 per cent lower at age 34.</p> <p>EEF: Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p>	<p>6,</p>	<p>Partially completed (high priority given to provision). Extend phase reviews next AY to include specific PPG reporting for better formative assessment.</p> <p>Leadership release time: £620</p>

Total budgeted cost 2021/22: £24,560

Total spent 2021/22: £28,860 (however book purchases benefit whole school)

Total budgeted cost 2022/23: £25,860

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.

Outcomes from 21/22

The first annual review of the Barnes Primary School Pupil Premium strategy has been a generally positive experience. Results show that our plan was well conceived, with disadvantaged pupils demonstrably benefitting from the projected investment, support and schemes.

The number of children eligible for Pupil Premium Grant (PPG) at Barnes Primary, whilst remaining statistically low, has increased over the past year. This reflects a borough-wide trend, with the number of people in SW13 claiming Universal Credit more than doubling. Barnes ward has the second highest child poverty rates in Richmond. Unfortunately, due to the Census/funding lag, we will not receive funding for 17% of the children for whom we should receive PPG for the 2022/23 financial year. This puts further pressure on the school's finances.

The losses that all children – but especially those from more disadvantaged backgrounds - experienced during the pandemic period, are becoming increasingly apparent. The school is determined to close the attainment gap between disadvantaged children and their non-disadvantaged peers, which is traditionally high in Richmond. Our intention remains to enable every child in our school to reach or surpass national performance expectations for their age. We also aim to narrow the gap between disadvantaged and non-disadvantaged pupils with regards to resilience, confidence, socialisation, cultural capital and self-belief.

High quality teaching is the cornerstone of good practice. Our comprehensive CPD programme is built around effective High Quality Teaching (HQT), effective pedagogy and inclusive practice. Early Career Teachers and trainees are supported by a rigorous programme delivered by SLT. Two teachers have embarked on NPQML qualifications during the year and learning is cascaded to others. Two further teachers and the Headteacher deliver programmes of NPQ and maths specialist training for regional hubs and this too informs better practice for both teaching staff and support staff who benefit from weekly CPD to ensure 360° support for all learners.

Targeted support had a demonstrable effect on outcomes for children eligible for PPG where it was taken up. In 2021/22 all children identified as benefitting from small group support were invited to before and after school sessions run by their teachers or SEND lead. It remains difficult to get all children – and/or their families - engaged in such additional support and only 93% took up this offer. This has informed our aims for 2022/23.

National data was not published again in 2021/22 as a result of the pandemic. There are therefore no comparative figures. However, all PPG children taking Year 6 SATS at this school achieved national expectations across the board last year (one child was disapplied from the tests as a recent joiner with refugee status). Teacher assessment data for Year 6 (shown below) evidences a pleasing closing of the gap between PPG and non-PPG children in both writing and maths, proving the efficacy of the targeted support programme in those subjects. In grammar, punctuation and spelling, both disadvantaged and non-disadvantaged groups achieved the same increase in point score over the previous year and it is encouraging that there was no widening of the gap in this key area.

		Reading		Writing		Maths		Science		GPS	
		Increase in point score from prev year (summer)	Average point score	Increase in point score from prev year (summer)	Average point score	Increase in point score from prev year (summer)	Average point score	Increase in point score from prev year (summer)	Average point score	Increase in point score from prev year (summer)	Average point score
Pupil Premium	3	18.00	136.00	19.50	136.00	19.50	137.00	16.50	138.00	18.00	136.00
Non Pupil Premium	56	18.35	140.11	18.46	139.39	17.88	139.59	18.06	139.45	18.00	139.56
Pupil Premium/Non PP Gap		-0.35	-4.11	1.04	-3.39	1.62	-2.59	-1.56	-1.45	0.00	-3.56

We introduced increased opportunities for 1:1 and small group reading with an adult before and during school during 2021/22 and we aim to expand these further next year to try to reduce the attainment gap in reading. We will also introduce a buddy system for fluent older readers to read with disadvantaged children during assembly periods. A science support session or club will be considered to address the gap in that subject.

Oral language skills are not measured via summative assessment in primary school but staff feedback and phase reviews evidenced oracy and subject-specific vocabulary in both PPG and non-PPG groups. In order to validate this, a cross-school PPG review will be incorporated into phase reviews for 2022/23. No Early Years children eligible for PPG were rated as a cause for concern during assessment under the Nuffield Early Language Intervention (NELI) scheme.

Tracker information is now shared in the summer, prior to the annual uplift, allowing support to be in place for PPG children from the outset of the new school year. Termly, data-driven meetings then allowed such intervention to be dynamic: increasing, reducing, broadening or honing support according to changing need. This undoubtedly helps to close the attainment gap.

The Attachment Aware Schools bronze award, achieved in 2021/22, has created a culture of greater care and kindness built on healthy relationships, positive behaviour management and emotion coaching. All staff, including non-class based, are more attuned to emotional need, especially in those affected by attachment trauma. The school has redefined its behaviour policy as a healthy relationships policy, reducing the stigma on a group in which children from more deprived backgrounds are overly represented. Training on CALM emotion coaching and the Three Rs will be rolled out more widely next academic year, with the aim of contributing to pupils' ability to self-regulate and so be better able to engage with learning.

Resilience training was difficult to source and this delayed the rollout of this part of our plan. However, early feedback from staff, children and parents is positive. This programme will be intensified in the coming year.

Our wider strategies were underpinned by an aim to expand the number of decodable books in school and to create interactive book packs and sufficient library books for children with limited opportunities at home to be able to borrow the resources to stimulate a love of reading. A significant sum was spent improving resources to this end. Other schemes to expand cultural capital opportunities for our less-disadvantaged children have resulted in more learning an instrument, playing competitive sport, experiencing new activities in before and after school clubs, and attending holiday provision with our wraparound care provider in conjunction with the HAF programme.

Attendance within our more vulnerable pupil group continues to be amongst the lowest in the school however. Some progress has been made with some pupils despite the constraints in the EWO service. This has been elevated as a priority for next academic year with fast data tracking methods, new processes and planned SLT release to work with families to improve our disadvantaged children's attendance at school.