

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cayton School
Number of pupils in school	204 (2021 – 2022) 201 (2022 – 2023)
Year 1 2021 – 2022 Proportion (%) of pupil premium eligible pupils (Taken from October 2021 Census)	FSM 22 = 10.78% FSM6 2 = 00.98% Service Children 4 = 01.96% PLAC 5 Children = 02.45% 33 Children = 16.17%
Year 2 2022 – 2023 Proportion (%) of pupil premium eligible pupils (Taken from October 2022 Census)	FSM 25 = 12.43% FSM6 0 = 00.00% Service Children 4 = 01.99% PLAC 5 Children = 02.480% 34 Children = 16.91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Mrs. C. Tindall
Pupil premium lead	Mrs. J. Monaghan
Governor / Trustee lead	Mrs. B. Petts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021 – 2022 = £26,795 (From October 2020 Census)

	2022 – 2023 £42,415 (From October 2021 Census)
Recovery premium funding allocation this academic year	£2,080 £3,770
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	2021 – 2022 = £28,875 2022 – 2023 = £46,185

Part A: Pupil premium strategy plan

Statement of intent

At Cayton School, we have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At Cayton School Pupil Premium funding represents a good proportion of our school budget and we are committed to ensuring it is spent to maximum effect.

Ultimate objective for our disadvantaged pupils

- Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups.
- Through quality first teaching, targeted interventions and increased opportunities we are working to eliminate barriers to learning and progress.
- To reduce the number of absences through close monitoring and action in relation to overall attendance.

How our current pupil premium strategy plan works towards achieving our objectives

- Staff are provided with CPD for specifies interventions to be run with targeted groups of children (NELI, First Number at Maths).
- We have a range of small group interventions to support progress in key areas.
- We provide a range of extra-curricular activities and before school sessions to support children
- All children take part in Forest School sessions to improve mental health and wellbeing.

Key principles

All stakeholders recognise that supporting the well-being and mental health of our children is equally as important as raising attainment. Our priorities are centred around meeting the needs of the whole child. High self-esteem and confidence prepares them for their learning journey at Cayton School and beyond.

- Improved reading offer throughout school, enhancing vocabulary and improving outcomes.
- Quality first teaching around 'behaviours for learning' will ensure children have the strategies to improve their own learning.
- Pupils will be able to access a wide range of enrichment experiences both in and out of school, thus impacting positively on their academic achievement and well-being.
- We will aim for disadvantaged pupils to improve their attendance (persistent absenteeism) at school, therefore closing the gap between themselves and non-disadvantaged pupils. Enabling them to experience the full learning experience at Cayton School.
- We will ensure disadvantaged pupils have access to a range if intervention in school to meet their SEND needs.
- We will provide an intensive pastoral support service for pupils and parents, identified as vulnerable or in need.

Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts at home (Reading). SDP Priority 2021-2022
2	Low levels of resilience, independence and retention difficulties. SDP Priority 2022 – 2023 (Metacognition and Self Regulated Learning).
3	Poor attendance and persistent absenteeism. SDP Priority PP Persistent Absenteeism July 2021 = 64%/ July 2022 = 46% Non – PP Persistent Absenteeism July 2021 = 35%/ July 2022 = 54%
4	Many of our PP children also fit into another vulnerable group such as having an additional special educational need. September 2021 = Y1-Y6 13/ 28 (46%) PP children have SEN September 2022 = Y1-Y6 13/ 26 (50%) PP children have SEN
5	Children/ families identified as displaying Social, Emotional and Mental Health needs (evidenced due to two lockdowns).

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
1. Identified children are supported by speech and language therapist (SALT) 1. Children are exposed to a greater amount of vocabulary and quality texts. 1. Whole class guided reading leads to improved progress scores in Reading at the end of KS2.	<ul style="list-style-type: none"> • Positive impact due to speech and language intervention (SALT) • Children have a wider vocabulary exposure which allows them to have greater understanding of and participation in the whole curriculum. • Children’s confidence levels improve through access to pre-teaching of vocabulary and reading skills and exposure to texts. • Introduction of Reading spine throughout school to ensure exposure to different genre of high quality texts. • Introduction to VIPERS style of teaching throughout school.

	<ul style="list-style-type: none"> • Increase in the % of PP pupils working at ARE or above across school in Reading. • Introduction of whole class reading throughout school. • Introduction of NELI in EYFS.
2. Improved levels of resilience, independence and retention.	<ul style="list-style-type: none"> • Whole school understanding of Metacognition 'learning to learn'. • Staff trained in learning behaviours and classroom environments become 'self-learning'. • Children acquire strategies to choose from and the skills to select the most suitable strategy for a given task. • Children able to self-learn and support their own progress against end of year expectations. • Children able to retain information to use to progress in their learning and have an understanding of what their next steps are. • Children prepared for the next stage in their education.
3. Improvements evidenced in the attendance and persistent absenteeism data (at least in-line with National Averages).	<ul style="list-style-type: none"> • Close monitoring of the attendance and persistent absenteeism register brings about an increase in attendance (Office Manager (Miss Clough) and Attendance officer (Mr M Vasey)). • Implementation of robust system of response to absence. • Close monitoring of 'leave of absence' requests. • Incentives for high attendance children.
4. A strong professional dialogue and communication will be ascertained between all class teachers/ SENDCo/ SLT	<ul style="list-style-type: none"> • Class teachers will keep an updated overview sheet regarding PP SEN Vulnerable children and the support they are receiving. • Half Termly Pupil Progress meetings with the Headteacher and SENDCo to discuss support and it's impact.
5. Children to be supported to feel happy and safe at school and engage in their learning.	<ul style="list-style-type: none"> • Pupil voice/ Parent surveys and Gunny report evidence children feel happy and safe at school and feel comfortable to talk about their feelings, anxiety and worries. • Teachers' development and pupil PSHE provision enables a whole

	<p>school ethos for improving outcomes for PP children.</p> <ul style="list-style-type: none">• Children are more confident, have better attendance and approach their work positively. Parents support their children effectively at home.
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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: £4,246/ **£8,714**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – Whole class guided reading and vocabulary development throughout school (in school)</p> <p>CPD – Reading training (on-line training accessed through Scarborough Teaching Alliance)</p> <p>CPD – EYFS x3 Modules based on the new EYFS Framework (x3 staff) followed by in school CPD. £500</p> <p>CPD – EYFS x3 Modules based on the new EYFS Framework (x3 support staff) followed by in school CPD. £500</p> <p>CPD – All staff trained in delivering new phonics scheme £1000</p> <p>Purchase of phonics scheme and books £2300</p> <p>STA/ EVA Subscription to access training £250/ £300</p>	<p>EEF – <i>Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language – activities which extend pupils' spoken and receptive vocabulary</i></p> <p>EEF – <i>Improving Literacy, supporting oral language development. 'A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period¹. Evidence indicates that success in literacy relies on the secure development of language², and that these skills are amongst the best predictors of educational success¹.</i></p> <p>EEF – <i>Improving Literacy in KS2 – 'activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes;...pupils articulating their ideas verbally before they start writing.'</i></p> <p>Rose Report – <i>highlights the importance of language development in order to access not only literacy but the whole curriculum.</i></p>	<p>1</p>
<p>CPD – Metacognition, self regulated learners and behaviours for learning.</p> <p>All teaching staff. High quality CPD is essential to follow EEF principles. This is followed up</p>	<p>EEF – <i>High impact for very low cost, based on extensive evidence.</i></p> <p><i>'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils</i></p>	<p>2</p>

<p>during staff meetings and PPD days with all staff.</p> <p>£500 £500 (Release time) £1000 Training/ supply costs</p>	<p><i>making an average of seven months' additional progress.'</i></p>	
<p>CPD support for improving attendance. Local Authority training and support. Office Manager to work with Attendance Officer to analyse attendance data and generate regular reports.</p> <p>Office Manager time £864 Office Manager time £864</p>	<p><i>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</i></p>	3
<p>SENDCo (BW/ LP) and PP lead (JM) will work together to identify any support staff who would benefit from further CPD (NELI, Language Links, Phonics)</p> <p>Leadership time £1000 Leadership time £1000</p>	<p>Staff who feel skilled and confident leading an intervention will achieve better outcomes for children.</p> <p><i>EEF – Moderate impact for moderate cost based on limited evidence.</i></p> <p><i>'Overall, 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. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.'</i></p>	4
<p>CPD – PP training for Governors</p> <p>X4 @ £40 = £160</p>	<p>Governors feel confident and able to hold the school to account regarding provision for PP children.</p>	4
<p>CPD – Jigsaw PSHE scheme and training for all staff</p> <p>£1000 Purchase of diversity books £222 £1000</p>	<p>Whole school culture and commitment towards PSHE outcomes for all children.</p> <p><i>EEF – Moderate impact for moderate cost, based on extensive research.</i></p> <p><i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</i></p>	5

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

Budgeted cost: £13,300/ £22,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SALT (speech and language therapy)</p> <p>Leadership time ½ day per week £1800 plus SALT provision £6000</p> <p>Leadership time ½ day per week £1800 plus SALT provision £6000 X2 mornings per week support teacher £2500</p>	<p>EEF – Moderate impact for very low cost, based on extensive evidence.</p> <p><i>‘Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.’</i></p>	<p>1,4</p>
<p>NELI</p> <p>Supply cover for training X3 TA's and 1 Teacher £1000</p> <p>HLTA to carry out intervention x3 sessions per week £1500</p>	<p>EEF – Moderate impact for very low cost, based on extensive evidence.</p> <p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p>	<p>1,4</p>
<p>1:1 Pupil Progress meetings with class teachers/ SENDCo and Headteacher</p> <p>Supply cover X3 meetings per year – all class teachers £1000</p> <p>Supply cover X3 meetings per year – all class teachers £1000</p>	<p>Time for ongoing professional dialogues regarding further support for these children will ensure this is a priority. There is a collected responsibility for PP children's progress throughout school. Staff have a class overview sheet, which identifies who the child is, their barriers to learning and strategies needed to meet their educational and emotional needs.</p>	<p>3,4</p>
<p>Support groups will run to accommodate a personalised curriculum.</p> <p>£2500</p> <p>£2484 to contribute to catch up funding X2 mornings per week support teacher £3500 Lego therapy resources £894 Support teacher £1000</p>	<p>Small group work shows personalised gains (previous catch up impact evidenced this).</p> <p>EEF – Moderate impact for moderate cost based on limited evidence.</p> <p><i>‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.’</i></p>	<p>4</p>
<p>Pastoral support teacher to provide support and guidance to vulnerable children and their families.</p> <p>HLTA x3 sessions per week £1000</p> <p>HLTA x3 sessions per week</p>	<p>Improved communication with parents. Support given to help families support children's needs.</p> <p>EEF – Moderate impact for moderate cost based on moderate evidence.</p> <p><i>‘Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways</i></p>	<p>5</p>

£1500	<p><i>in which students work with (and alongside) their peers, teachers, family or community.'</i></p> <p><i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools. They also have an average overall impact of four months' additional progress on attainment.'</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,329/ £15,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer to monitor attendance and persistent absenteeism.</p> <p>Communication with parents to support them in ensuring children are at school.</p> <p>Celebrating attendance during awards assembly.</p> <p>¼ day per week £2000 Plus supply costs - £1080</p> <p>¼ day per week £2500 Plus supply costs - £1080 FFT (attendance) £330 CPOM's £1000</p>	<p><i>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</i></p>	3
<p>Educational visits, residential (Y4 and Y6), first hand experiences - Forest Schools/ Beach Schools and visitors to school planned to enhance the curriculum and improve vocabulary opportunities.</p> <p>TLR3 – Beach School set up £1757 plus £2000 set up costs Supply costs £1080</p> <p>Beach School £2000 Supply cost £1080</p> <p>Residential visits supply costs/ additional adults attending £1000</p>	<p>Children who are exposed to these experiences have an enhanced knowledge and understanding of the world.</p> <p><i>EEF – 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.' Moderate impact for moderate cost, based on moderate evidence.</i></p>	1

<p>Re-establish the library to include soft furnishings, ensuring it is a comfortable area, which encourages reading for pleasure.</p> <p>£500 Librarian costs £412 Purchase of new books - £1000</p> <p>£1000 (furniture) Librarian costs £503 Purchase of new books - £2300</p>	<p>Children who enjoy reading are motivated to read more frequently and make better progress.</p> <p><u>The reading framework Teaching the foundations of literacy July 2021 - Rt Hon Nick Gibb MP, Minister of State for School Standards</u></p> <p><i>'Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. 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></p>	<p>1</p>
<p>Development of a bespoke 'Nurture Room' to support children with Social, Emotional and Mental Health needs.</p> <p>£1500 £500</p> <p>School to have a trained senior Health and Wellbeing Leader</p> <p>Senior Mental Health Lead release time to support staff/ training. £2000</p>	<p>Children who feel safe and secure are more able to talk about their feelings and accept support.</p> <p><u>EEF</u> – Moderate impact for moderate cost based on moderate evidence.</p> <p><i>'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.'</i></p> <p><i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools. They also have an average overall impact of four months' additional progress on attainment.'</i></p>	<p>5</p>

Total budgeted cost: £28,875

Total budgeted cost: £46,185

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.

<p>Pupils are now fully engaging in a wide range of educational visits and experiences. Contributions for these activities were voluntary, therefore, supporting families with children receiving FSM.</p> <p>FSM children engaged in sports activities (see sport's funding).</p> <p>Speech and Language interventions were carried out by 'Seaside Salt' through regular face-to-face sessions. Follow up work continued in class with TA's.</p>	
1	<p>Poor speech and language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts at home (Reading). SDP Priority</p> <ul style="list-style-type: none"> • <i>Positive impact can be evidenced due to speech and language intervention (SALT). We have contracted 'Seaside SALT' to work with children needing Speech and Language support. This is to continue during 2022 – 2023.</i> • <i>Children now have a wider vocabulary exposure which allows them to have greater understanding of and participation in the whole curriculum. This is to continue during the academic year 2022-2023. Subject leaders have included specific vocabulary to be taught in each year group on subject progression maps.</i> • <i>Children's confidence levels improve through access to pre-teaching of vocabulary and reading skills and exposure to texts. This can be evidenced through monitoring and pupil voice.</i> • <i>Introduction of Reading spine throughout school to ensure exposure to different genre of high quality texts. This is to be developed further this academic year and is to be included in our 'CCCC' passport. A display in the library evidences the exposure children receive to a vast collection of books throughout school. This supports the Cultural Capital experiences for our children.</i> • <i>Introduction to VIPERS style of teaching throughout school has had a positive impact to 'whole class reading' and is to be embedded throughout academic year 2022 -2023. This is evidenced through monitoring and pupil voice.</i> • <i>47% of PP pupils working at ARE or above (Y1-Y5) in Reading.</i> • <i>Introduction of NELI in EYFS. This has been successfully implemented and will continue with the new cohort of EYFS children 2022 – 2023. Four children were assessed as needing support. 3 out of the 4 children have been assessed as not needing further support (75%).</i> <p><i>As a school we are pleased with the positive impact that can be evidenced from our new providers of Speech and Language Therapy. We will be continuing to use 'Seaside SALT' throughout the academic year 2022 – 2023.</i></p> <p><i>Whole class reading sessions have had a positive impact throughout school. We will continue to monitor this and embed the strategies throughout this academic year. A focus this year will be around the teaching and learning of Grammar and spellings.</i></p>
2	<p>Low levels of resilience, independence and retention difficulties.</p> <ul style="list-style-type: none"> • <i>Whole school understanding of Metacognition 'learning to learn'. Staff have had initial training and this is an area we will be exploring further throughout the academic year 2022 – 2023.</i> • <i>Staff trained in learning behaviours and classroom environments become 'self-learning'. This has had a positive impact and children are confident talking about their learning – see monitoring file.</i> • <i>Children acquire strategies to choose from and the skills to select the most suitable strategy for a given task. This can be seen particularly in the teaching and learning of Mathematics.</i>

	<ul style="list-style-type: none"> • Children able to self-learn and support their own progress against end of year expectations. Majority of children are beginning to talk about what they are learning and what they need to learn next in order to progress in their learning. • Children able to retain information to use to progress in their learning and have an understanding of what their next steps are. This can be seen in some cohorts. More work is to be done in this area throughout the academic year 2022 – 2023. • Children prepared for the next stage in their education. Transition sessions were regularly carried out throughout the second half of the Summer term. This allowed children more time to work in their new environment and build relationships with their new teacher. Sidewalk supported a number of children prepare for secondary school. <p>All PP children in Year 6 and Year 4 had the opportunity to attend a residential visit with subsidised costs. It is believed that adventurous activities can have moderate impact on PP outcomes although this is hard to measure.</p> <p>All PP children have had experiences of forest schools. Next academic year this will continue as well as the introduction of beach schools to support outdoor education. This will support children to become more resilient and independent.</p>
3	<p>Poor attendance and persistent absenteeism. SDP Priority PP Persistent Absenteeism July 2021 = 64% Non – PP Persistent Absenteeism July 2021 = 35%</p> <ul style="list-style-type: none"> • Close monitoring of the attendance and persistent absenteeism register brings about an increase in attendance (Office Manager (Miss Clough) and Attendance officer (Mr M Vasey). PP Persistent Absenteeism July 2021 = 64%/ July 2022 = 46% Non – PP Persistent Absenteeism July 2021 = 35%/ July 2022 = 54% • Implementation of robust system of response to absence. Policies have been written and we follow a one day absence flowchart. Mr Vasey works closely with individual families and supports children to attend school regularly. • Close monitoring of 'leave of absence' requests. This is carried out by Mr Vasey and parents are informed of any leave of absence that has not been approved. Information is sent out about the amount of teaching time lost when a child is on holiday. • Incentives for high attendance children. Weekly attendance assemblies have taken place where children celebrate the cohort with the most attendance. Attendance certificates are awarded on a termly basis. FFT has been purchased to support analysis of attendance throughout school. <p>Attendance is an area that is under constant scrutiny. We are part of a cluster of schools involved in a project to improve attendance further this academic year 2022 – 2023.</p>
4	<p>Many of our PP children also fit into another vulnerable group such as having an additional special educational need. September 2021 = Y1-Y6 13/ 28 (46%) PP children have SEN</p> <ul style="list-style-type: none"> • September 2022 = Y1-Y6 10/ 25 (40%) PP children have SEN. • Class teachers will keep an updated overview sheet regarding PP SEN Vulnerable children and the support they are receiving. This has had a positive impact with all staff aware of PP children and accountable for monitoring and supporting individuals. • Half Termly Pupil Progress meetings with the Headteacher and SENDCo to discuss support and it's impact. This has had a positive impact in accountability and improving outcomes for the most vulnerable children throughout school. PP meetings begin on the first day of term in September. <p>I have devised a Pupil Premium/ SEN/ Vulnerable children tracker that tracks children's' progress from EYFS to Year 6. This enables close monitoring of children as they proceed through school. It forms part of the Pupil Progress meetings and allows early support and intervention to ensure children reach their full potential.</p> <p>Catch-up tutoring sessions were carried out to improve confidence in Writing. All PP involved made progress in their writing attainment.</p> <p>Mrs Wood (SENDCo) has developed a new individual education plan that staff contribute to. Mrs Wood attends all Pupil Progress meetings as well as all SEN meetings with parents.</p>

5	<p>Children/ families identified as displaying Social, Emotional and Mental Health needs (evidenced due to two lockdowns).</p> <ul style="list-style-type: none"> • <i>Pupil voice/ Parent surveys evidence children feel happy and safe at school and feel comfortable to talk about their feelings, anxiety and worries.</i> • <i>Teachers' development and pupil PSHE provision enables a whole school ethos for improving outcomes for PP children. Jigsaw has had a positive impact throughout school and teachers feel more confident in teaching PSHE topics. Whole school teaching of the same units enable weekly assemblies on the same theme and consistency throughout school.</i> • <i>Children are more confident, have better attendance and approach their work positively. Parents support their children effectively at home. Parents attended available sessions, feedback was positive with parents commenting that they had developed skills and confidence to support their children at home. Staff continued to advise parents about their children's strengths and what they need to focus on next in order to maximise their learning.</i> <p><i>The development of the new nurture room allows children a safe space in which to go to and talk about their social, emotional and mental health needs with our pastoral care teacher. CPOM's is used to ensure staff are aware of any issues that children and families may need support with.</i></p> <p><i>Mr Taylor is currently undergoing training for a 'Senior Mental Health Lead'. This will be part of the SDP 2022 – 2023 and support PP and vulnerable children throughout school.</i></p>
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Externally provided programmes

Programme	Provider
School Plan	TT Rockstars
Full Package	Phonics Tracker
Full Package	Phonics Play
Power of Reading	CLPE
Full Package	CPOM's
Primary PSHE/ Health and wellbeing	Jigsaw

Further information (optional)

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