

Pupil premium strategy statement – Harnham Infants

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It has been written in consultation with all relevant professionals.

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 – Year Two of Three

Detail	Data
School name	Harnham Infant School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	39/227 17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Natasha Dorrington Headteacher
Pupil premium lead	Laura Pike Deputy Headteacher
Governor / Trustee lead	Sarah Faulding Pupil Premium Governor

Funding overview (1.9.22 – 31.8.23)

Detail	Amount
Pupil premium funding allocation this academic year	£56,660.00
Recovery premium funding allocation this academic year	£1,667.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,358.00
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	£60,685.25

Part A: Pupil premium strategy plan

Statement of intent

Harnham Infant School is an average-sized school, with 226 children on roll, currently organised into 9 classes. There are three EYFS classes, three Year 1 classes and three Year 2 classes. The number of pupils eligible for the Pupil Premium Grant is lower than average, but increasing over time.

At Harnham Infant School, we are highly ambitious for our Disadvantaged Learners and are committed to the best possible educational provision at all attainment and ability levels. All stakeholders (senior leaders, subject leaders, teaching staff, wider school staff and governors) are highly aspirational and work hard to address any challenges that are present so that we can ensure maximum progress and development for all learners, but especially those who experience disadvantage. We plan our teaching and learning so that every child is able to access the curriculum and attain the highest possible level of personal, social and academic achievement.

We endeavour to use our Pupil Premium Grant to maximum effect, using the three tiered approach whilst also taking into account each child as an individual and what will make the difference for them. Using up to date local and national research and feedback, (including staff, governor and parental surveys) this strategy statement is based on initiatives that will make a difference to the lives of children who experience disadvantage. We strive to ensure all children have access to inclusive, high-quality teaching in the classroom, alongside any carefully monitored targeted interventions for their specific academic and social needs. In addition, our school is passionate that every child should have access to wider opportunities that promote a secure sense of well-being, a high level of ambition and every opportunity to be part of a community where they can realise their potential and continue to 'enjoy, explore and learn.'

Challenges

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

Challenge number	Detail of challenge
1	Attendance data for our disadvantaged learners is not currently in line with the rest of the school. A large proportion of the disadvantaged learners have attendance rates that are less than 95% and below the school's target of 97%. The barrier to school attendance seems to be linked to levels of engagement, perhaps lack of confidence and the level of importance placed on education. In addition to this, many of the children are late to school so have more disrupted starts to their day.
2	A significant percentage of our disadvantaged learners are showing poor skills in oracy and use of vocabulary. This is evident in the number of disadvantage learners needing Speech and Language support as well as targeted vocabulary and language development work in the classroom.

3	A significant percentage of our disadvantaged learners are working below or well-below the expected standard for their age in reading, writing and maths. Some children experience multiple disadvantages and also have particular Special Educational Needs that need to be met too.
4	Many of our disadvantaged learners are showing poor physical development in their fine motor skills and much work needs to be completed as a pre-cursor to writing.
5	Many of our disadvantaged learners struggle with self-regulation and are unable to show resilience when faced with a challenge. This can lead to a sense of low self-esteem and an opportunity to 'opt-out' as well as presenting with some emotional needs.
6	Many of our disadvantaged learners' families are less likely to engage with their children's learning and wider enrichment opportunities. This seems to have been exacerbated with the legacy of Covid-19 lockdown restrictions and we are keen to ensure involvement from families to support the children's learning and participation in school life.

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
<p>Challenge 1: Attendance and punctuality of Disadvantaged Learners will improve.</p> <p><i>This links to improvements driven by our School Improvement Action Plan 22-23 specifically points 7a, 7b, 15a (attendance, punctuality, use of wraparound)</i></p>	<p>Disadvantaged learners will have attendance rates that are in line with the rest of the school (no gap) and all above national average.</p> <p>Children will be on time to school and ready to learn. Monitoring of attendance registers will see reduction of late marks in the registers.</p> <p>Higher rate of attendance will be sustained over time.</p>
<p>Challenge 2: Levels of Oracy, vocabulary and speech and language development will improve.</p> <p><i>This links to improvements driven by our School Improvement Action Plan 22-23 specifically points 1a, 2a, 5a, 30a (Quality First Teaching)</i></p>	<p>Children will make progress with their Speech and Language targets, be returned and signed off from targeted Speech and Language support.</p> <p>Children have specifically planned opportunities to focus on speaking and listening skills in the classroom through continuous provision environment.</p> <p>Embedding stem sentences / language structures will equip children to be able to communicate effectively in full sentences.</p> <p>Evidence of developing oracy and vocabulary will be seen in children's work (book looks, recordings on Seesaw) resulting in positive impact on attainment data.</p>
<p>Challenge 3: Improved Reading, Writing and Maths attainment data through consistent access to high quality teaching and carefully chosen</p>	<p>100% of teaching will be good or outstanding. Summative and formative assessments will triangulate consistency when looking at data, book scrutinies, observations, child voice and coaching.</p>

<p>school-based interventions where needed.</p> <p><i>This links to improvements driven by our School Improvement Action Plan 22-23 specifically points 1a, 2a, 3a, 4a, 6a, 7c, 7e, 8c, 27a, 28a, 31a (Quality First Teaching)</i></p>	<p>The percentage of vulnerable learners achieving a GLD or EXP standard will increase in order to be in line with non-disadvantaged peers, showing increased levels of progress from their starting points.</p> <p>For children with Special Educational Needs, individual attainment and progress measures will be reflected in their progress towards their Support Plan or EHCP targets.</p> <p>Interventions will be carefully monitored with impact analysis verses cost completed at the end of each term.</p>
<p>Challenge 4: Children identified as needing support to develop their fine motor skills and handwriting will have access to interventions and support.</p> <p><i>This links to improvements driven by our School Improvement Action Plan 22-23 specifically points 1a, 7a, 32a (Quality First Teaching)</i></p>	<p>Targeted children will be supported by having additional opportunities to develop their fine motor skills and handwriting skills. Improvement will be seen in their letter formation and writing through book looks and engagement in writing activities in continuous provision.</p> <p>Progress monitored through book looks and impact statements on reviewed provision maps.</p> <p>Additional support sought from the Occupational Therapy team where needed and advice implemented.</p>
<p>Challenge 5: All children, but especially those vulnerable to underachievement will develop their sense of self-regulation and resilience when faced with a challenge.</p> <p><i>This links to improvements driven by our School Improvement Action Plan 22-23 specifically points 8a, 8b, 8c, 9a, 11a, 12a, 13a, 16a, 17a, 18a, 19a (Behaviour, Values, Wellbeing)</i></p>	<p>Whole school engagement in Growth Mindset culture and embedding of the Harnham Infant School Characteristics of Effective Learning will lead to children being more reflective of themselves as learners, demonstrated through child voice and evidence of progress in their books and on Seesaw.</p> <p>Children who need targeted intervention (ELSA) to develop their emotional resilience will show improvement and translate their emotional regulation to classroom, playground and family environments too. Children will be signed off ELSA support.</p>
<p>Challenge 6: Increased levels of engagement from parents will encourage children to enhance their learning at home and at wider enrichment opportunities.</p> <p><i>This links to improvements driven by our School Improvement Action Plan 22-23 specifically points 7bi, 7f, 7g, 8d (Community and Parent Support)</i></p>	<p>Registers kept at participation at school events, such as “Stay and...”, attendance at parents’ evenings and monitoring of Seesaw platform and reading records, will show increased engagement and attendance from families of disadvantaged learners.</p> <p>Families will engage with the Parent Support Advisor, whether regarding attendance difficulties or needing support with any aspect of parenting.</p> <p>Further opportunities for positive and supportive dialogue with parents will be sought e.g. personalised emails, video messages, providing resources and practical opportunities in order for increased support and relationship between home and school.</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: £31,660.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Learner Lead to attend CPD opportunities – Network Meetings and High Quality Teaching workshops. To be cascaded to all teaching staff.	Engaging with training provided by the LA ensures knowledge remains up to date and best practice can be shared across local schools.	3, 5, 6
Align Disadvantaged Learner attainment data with standards, expectations and performance management of all staff.	Performance Pay (+1 month)	3
School staff to participate in Coaching programme, observing each other and sharing best practice. This enables bespoke professional development for teaching staff.	Coaching supports teachers to become more engaged in the craft of teaching. Link with external coach. Collaborative learning (+5 months) Feedback (+6 months)	2, 3, 4, 5
Use of Walkthrus (book) to establish culture of High Quality Teaching, discussed and implemented through use of Professional Development Meeting time.	Walkthrus have been recommended at LA Network meetings. Language of aspects such as “stop, pause, insist” being used across the school. EEF guides to improving Literacy.	2, 3, 4, 5
Release time / salary of Disadvantaged Learner Need to carry out support, mentoring, monitoring and evaluation.	Supporting and mentoring other colleagues to ensure Disadvantage Learners remain a priority.	1, 2, 3, 4, 5, 6
Work between Disadvantaged Learner Lead and Curriculum Lead to revise Teaching and Learning Handbook and ensure Marking and Feedback policy reflects current practice in the classrooms.	Feedback (+6 months)	2, 3, 4
Release time to enable additional Pupil Progress Meetings specifically for Disadvantaged Learners.	Supporting and mentoring other colleagues to ensure Disadvantage Learners remain a priority.	1, 2, 3, 4, 5, 6

Making the curriculum irresistible so that all children will want to be in school and have their individual opportunities to shine.	Mastery learning (+5 months) Improving English guides at KS1 (published by the EEF) Individualised Instruction (+3 months)	1, 2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a specific Teaching Assistant to run Speech and Language Interventions and work with the SENDCo / Speech Therapist to ensure the best possible provision for the children needing speech support.	Oral language interventions (+4 months) One to One tuition (+6 months)	2, 3
Employ a teaching assistant to deliver the Nuffield Early Language Intervention (NELI) in EYFS and Year 1.	Oral language interventions (+4 months) Teaching assistant interventions (+4 months)	2, 3
Purchase resources to enable interventions linked to handwriting and fine motor control to be high of quality and specifically targeted.	Teaching assistant interventions (+4 months)	4
Use of Insight data software to record targeted interventions and outcomes of these.	Use of Insight software should streamline record keeping and support teacher workload and wellbeing.	3
Training for Teaching Staff to complement provision of interventions e.g. phonics, handwriting	Teaching assistant interventions (+4 months)	2, 3, 4, 5
Small group and 1:1 tuition – using a qualified teacher to fill gaps in children’s learning / understanding or extend them further, ensuring challenge at all levels.	Small group tuition (+4 months) One to One tuition (+6 months)	1, 2, 3, 4, 5, 6
Additional phonics / reading for the bottom 20% in every class.	Phonics (+5 months) Reading (+6 months)	2, 3
Distribution of Teaching Assistants to enable the provision of TA interventions in each year group.	Teaching assistant interventions (+4 months)	

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

Budgeted cost: £13,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of school ELSA 3 days per week to support children's social and emotional well-being and help develop self-regulation and resilience.	Social and Emotional Learning (+4 months) Metacognition and Self regulation (+7 months)	1, 5, 6
Offering paid-for Breakfast Club provision to families who struggle with attendance and punctuality. ELSA based work to be thread through Breakfast Club provision too.	EEF have evaluated breakfast club provision as a cost-effective way of improving attainment, attendance and ensuring no children have to learn when they are hungry.	1, 6
Provision of a Parent Support Advisor to work alongside families to unpick issues relating to attendance, behaviour, debt, relationship, engagement in school or parenting.	Parental engagement (+4 months)	1, 6
Purchasing of training sessions and resources for the School Dog (Murphy) in order for children to be able to engage with him, increasing their engagement in reading, attendance and self-regulation.	https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/	1, 3, 5
Training and resources for lunchtime staff to ensure playtimes can be as positive and happy as possible, making the transition back into the classroom as positive and happy as possible at the end of play.	Behaviour strategies (+4 months) Pupil voice / Staff voice will show improvement in lunchtime happiness.	5
Investigate the possibility of starting a summer holiday club at our school for childcare and provision of spaces for disadvantaged learners.	Summer schools (+3 months)	6
Paying for children to attend extra-curricular clubs and activities, such as trips and visits so that no children miss out and experience a greater sense of belonging and have opportunities they might otherwise not have.	Extending school time (+3 months) This can also impact attendance since children need to be in school in order to attend an enrichment activity.	6
Additional opportunities where needed to support children, e.g. paying for Art Therapy sessions with Family Counselling Trust, Wiltshire.	Arts participation +3months	5, 6

Purchase of school uniform and specific equipment, such as recorders to take part in music lessons.	A cost effective way of increasing emotional well-being and sense of belonging.	6
Additional "top-up" food boxes and parcels to extend provision through the holidays.	Children will not be hungry in the school holidays. Further opportunities for link fostered between home and school.	6

Total budgeted cost: £41,300

(leaving £4667.25 as a contingency fund for things that change or are needed through the year)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

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

Impact Statement for 2021-2022

Challenge 1: Attendance and Punctuality

There has been a shift in culture amongst the staff team regarding attendance and punctuality. A main list of children whose attendance is lower is kept by the admin team and if the children are absent from school, or late in, this is recorded to the Headteacher and Deputy Headteacher as soon as registers are closed. Beyond this now, class teachers and teaching assistants have started keeping a closer eye on attendance and are starting to challenge the Admin and Senior Leadership Team in this regard, asking questions about whether we have heard from the parents and challenging what is being done to try and ensure the children get into school. The Education Welfare Officer has always been very positive and complimentary about our tracking of attendance and what school is putting in to place. Attendance is tracked every term at the Full Governing Body meeting too. The curriculum is engaging and children want to be in school. At an infant level, attendance solutions need to be geared towards the parents. Some have taken up the offer of free breakfast club provision to ensure the children are in school and on time.

Attendance and punctuality remain a challenge with high levels of illness circulating too and some harder to reach parents. Therefore, attendance and punctuality remain high priority on the School Improvement Action Plan and the Pupil Premium strategy statement for the next academic year.

Challenge 2: Poor skills in Oracy, acquisition of Vocabulary and increasing numbers of children with Speech, Language and Communication Difficulties.

All members of teaching staff received training in the use of Colourful Semantics as an intervention or teaching tool in the classroom. In addition, the teaching assistants received training from the Speech Therapist about how to support children with Speech and Language targets in the classroom too. This has meant a shift in staff knowledge and understanding of supporting children to develop their skills. Introduction of initiatives such as subject specific STEM sentences has also helped children to develop their skills, such as in Maths problem solving, asking the children 'Do you challenge or support me?' means that they answer more thoughtfully and in full sentences to explain their thinking. Continuous Provision style learning environments also allow for many opportunities to talk and engage in the curriculum in an oral way when learning together with peers. All children also receive a daily 'Word of the Day' lesson where ambitious and new vocabulary is discussed. These initiatives have supported all children but especially the most disadvantaged. Targeted interventions have also had a significant impact as 8 children were signed off Speech and Language Support in the 2021-22 academic year and 5 out of 6 children's language skills were raised from well below average to average or above average as a result of completing the NELI programme with a trained Teaching Assistant.

Oracy, Vocabulary and Speech and Language remain a challenge due to rising numbers of children coming in to school with difficulties, as well as reduced support and funding from the Speech and Language Therapy service added to the threshold for support being raised.

Therefore, this remains a strategy covered by the pupil premium statement for the next academic year.

Challenge 3: Low attainment data in Reading, Writing and Maths; plus supporting children who may experience multiple disadvantages (e.g. SEND and PP) to ensure maximum progress.

Inclusive, High Quality teaching remains a huge focus in our school. Each Professional Development Meeting contains training that focuses on impact in the classroom. In addition, any external CPD that is attended by teaching staff has the opportunity to be fed-back to support colleagues. We have attained an atmosphere of peer coaching amongst colleagues to help everyone reflect upon and improve our practice. Feedback from the external coach appointed to support this process is taken on board by the SLT and has impacted future staff meetings and development points. There has been a further increased focus on the curriculum and ensuring the sequence of teaching skills and knowledge in all areas. As a result, all teaching staff are much more aware and able to plan to build on previous steps and ensure that targeted interventions are put in place in a timely manner. Provision maps are monitored termly, including impact recorded. Furthermore, the inclusion leader monitors pupil progress through meetings, visiting lessons, talking to children, surveying parents and monitoring books and classroom provision. One particularly successful strategy was the school-based intervention to support phonics. Although data remains low, catch up groups in year 1 did enable pupils to pass the phonics screening check when it was previously thought that they wouldn't. This strategy will be continued. We have also been supported by the School Improvement Advisor when discussing these challenges as well as beginning to run workshops for parents to learn how they can further support their children at home.

The end of year attainment data for GLD at EYFS, Phonics Screening Check in Year 1 and Reading, Writing and Maths at the end of KS1 remains low. Therefore, this remains a challenge and a key core focus of the School Improvement Action Plan 2022-23.

Challenge 4: Some children struggle with their Physical Development, leading to poor fine motor control and therefore lower handwriting skills.

A review of this challenge also links to challenge number 3, above. Every member of teaching staff is aware of the gaps in the children's learning relating to fine motor skills and handwriting. Provision maps always contain a focus group of children receiving additional support for this and resources have been purchased to provide for this. These are reviewed termly, as well as at pupil progress meetings. A review of the end of year data with teaching staff and the School Improvement Advisor demonstrates that this area remains a challenge.

The next steps are to gradually move over to a non-cursive script handwriting as per the DfE guidance and to continually develop handwriting provision across the school.

Challenge 5: Low levels of resilience and self-regulation, impacting self-esteem and creating disengagement from the curriculum and increased emotional needs.

This challenge is something which our whole school culture aims to address through the nurturing and whole-child approach delivered through a values-led curriculum in continuous provision environments, with the additions of Forest School opportunities and Emotional Literacy targeted support where needed too. Every member of the school community is aware of their responsibilities towards supporting children in this way, for example our ELSA has led training with the teaching assistant team of key strategies that may be used in the classrooms. The Growth Mindset and Celebration Assemblies linked to the Harnham Infant School Characteristics of Effective Learning mean that children are now beginning to recognise, value and explain what is meant by key learning behaviours such as resilience, perseverance, aiming high, choosing methods, using what you know and being proud of their results. Though there is still work to be done on this, feedback has come from parents, pupils and external

professionals that has been positive in securing the development of this area. Targeted interventions from the ELSA and use of Murphy, our school dog, to support children's emotional development have also been successful, with many children demonstrating progress by applying themselves better to learning and being able to regulate their emotions.

Next steps within this challenge area and remaining a focus for 2022-23 are to maintain the current level of focus in this area as well as ensure that playtimes and lunchtimes have the same levels of emotional resilience and regulating behaviours as in the classrooms. In addition, to ensure that children who may need something additional e.g. play or art therapy are able to access this in a timely manner.

Challenge 6: Low levels in parental engagement in learning and wider curriculum opportunities to ensure children get full participation in school life.

We have experienced an increase of awareness of pupil premium amongst all school staff from breakfast club to admin to teaching staff. This is evident where specific staff members are asking to use a child's pupil premium money to purchase specific resources or belongings for the children e.g. wellington boots for Forest School, specific books to support their interests and engagement. Some parents are also asking for individual support e.g. for school uniform, coat and shoes etc. The Inclusion Leader monitors the take-up in clubs and extra-curricular activities and reports this to the Welfare and Curriculum Governors. This is to ensure that no child misses out on opportunities that are available and we publicise heavily that if families are struggling, they need to get in touch with the inclusion leader for support to pay for these things. In addition, the Inclusion Leader will send video messages and personal emails to harder to reach families which has raised engagement levels with the school slightly. All staff are aware of which families are harder to reach and so employ strategies such as catching them in the playground rather than telephoning when needing to speak to them. The school's continued employment of a Parent Support Advisor has also meant that parents can be supported with their own struggles. Some of the parents who are supported are from disadvantaged families and the PSA has been able to do things such as accompany parents to appointments and complete forms for additional funding for children to attend outside of school clubs, such as Perform drama or Stagecoach. External sources of support have also included teaming up with a charity who provide Breakfast Bars for children and emergency food parcels for families. These have made a big difference and families have been offered support discretely and timely. A parent survey at the end of the academic year indicated that 100% of parents feel their child is happy at school and is making progress.

This challenge remains a focus so that the progress can be maintained and enhanced further. The next steps are to continue to find strategies to engage with harder to reach families as well as to continue to develop parental knowledge and understanding of the pupil premium grant and how it is spent on the children.

Other key points from 2021-22:

- Harnham Infant School completed a self-evaluation of Pupil Premium by completing the Wiltshire Council Matrix to reflect on provision as well as the Pupil Premium Strategy Statement for 2021-22. This was followed up with a specific meeting with the School Improvement Advisor to examine both documents in January 2022. (See separate report if needed) Here is a quote:
The Deputy Head has contributed significantly to pupils' progress. Teaching is strong and leaders know what need to be done. All staff have pupil premium progress on their performance management. The school goes above and beyond and actively targets pupils who are vulnerable as well as those who are not entitled to PPG funding.
The School Improvement Advisor agreed entirely with the school's self-evaluation.
- A Parent survey specific to Disadvantaged families was sent out in July 2022. Parents were very complimentary about the provision in place for their children, with 100% saying their child was making progress, staff were approachable and that specialist

support was put in place to help their family if needed. One parent commented “All of the staff are amazing”. (Copies of parental survey results available on request) The survey was also used to identify next steps, which have fed into this new strategy statement.

- Pupil Premium Funding is closely tracked and scrutinised by the School’s Finance Officer and Finance Governors so that impact can be monitored.
- Governors were kept well-informed about Disadvantaged Learners through link governor meetings (3 x year) plus report to Full Governing Body in March 2022, Pupil Premium is reported on at every Curriculum, Finance and Welfare Committee meetings. (See minutes and link governor reports for impact)
- Every Professional Development Meeting has updates on Disadvantaged Learners so that we could be responsive to needs and stay up to date.
- Disadvantaged Learner Lead runs additional pupil progress meetings to talk about the children as individuals and ensure that appropriate support, intervention, stretch and challenge is in place and monitored.
- Individual learning profiles of children were kept so that progress, attainment and attendance can be monitored closely.
- Attainment data of Disadvantaged Learners was tracked closely and comparatively with non-disadvantaged children. This was followed up at pupil progress meetings to ensure appropriate provision was in place for each child.
- Disadvantaged Learner Lead attended CPD / Network meetings to stay up to date with latest developments and recommendations.
- Pupil Premium was given high profile in school communications to ensure that we capture as many eligible families as possible and as a result, more families were able to benefit from the finding. This begins on entry to school with leaflets in the welcome packs as well as short presentation as part of transition evenings.

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
Nuffield Early Language Intervention (NELI)	https://www.teachneli.org/

Service pupil premium funding: £4030 (13 children)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year? (2021-2022)	Little Heroes Club was run in year group bubbles until Summer 2022 to give children an opportunity to play games and have support from the school’s ELSA.

	<p>Books and resources purchased to support children.</p> <p>Military Bears that go home with children / go on deployment with parents.</p> <p>For children whose parents were deployed or where there is a specific need, additional pastoral sessions were timetabled with the school's ELSA.</p> <p>Further targeted support put in place e.g. School Governor serving in the forces came in to complete den building with children who particularly motivated by the army. Purchase of Den Building Kits.</p> <p>Emails sent and admin involved in keeping parents informed about what we were doing with the Little Heroes in school.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Although the children are few in number, there are enough of them that running a Little Heroes club enables them to know that they are not alone and that there are other children around them who experience life as a child with a parent in the forces too. Many of our service children are settled so are less affected by mobility but more by a parent working away from home or being deployed.</p> <p>Children enjoy coming to Little Heroes club and feel special to be there, knowing that it is only for them.</p> <p>Children feel a high sense of belonging and therefore an impact on their self-esteem and emotional well-being.</p> <p>Children benefitted from a calm and comfortable space where they have space to adjust and discuss feelings.</p> <p>Parents were complimentary about the provision for service children at our school and identify it as a real strength for their child.</p>

Further information (optional)

Our school sits at the heart of a community on the outskirts of Salisbury. It is becoming increasingly diverse and numbers of children in receipt of the Pupil Premium Grant has risen in recent years. This strategy statement has been informed by the specific needs of the children and their families across our school. In addition, we have experienced an increase in mobility and families moving to the area or moving their child's school who are also eligible for the additional funding. This means there is additional emotional time and investment needed in supporting the children to settle and welcoming families to the community and supporting them to get involved in the life of the school.

The Pupil Premium Link Governor, along with the Senior Leadership Team are involved in the strategic overview of this strategy. Furthermore, it is monitored regularly by the Full Governing Body to ensure full accountability, using data and self-evaluation to challenge the proposals and outcomes.

Further information about any aspect of this strategy is available from the school upon request.