

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 | Hornsea Burton Primary |
| Number of pupils in school | 64 |
| Proportion (%) of pupil premium eligible pupils | 47% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Finance committee |
| Pupil premium lead | Victoria Hart |
| Governor / Trustee lead | Mrs Morgan-Muir |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £50,500 |
| Recovery premium funding allocation this academic year | £5075 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £16,064 |
| 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 | £71,639 |

Part A: Pupil premium strategy plan

Statement of intent

At Hornsea Burton we believe that circumstance and background should not determine the educational achievements and future life chances of children. We aim to ensure that regardless of the individual challenges they face, all children are provided equitable opportunity to succeed. As they move towards adulthood, children should not see choice as a luxury to which they have no access. Whatever they choose to do or be in the future should be determined by decisions informed and afforded by the highest possible educational outcomes, rather than dictated to them by the circumstances into which they were born. Our mission is therefore to enable all children to make good or better progress to achieve at the expected level and above, to nurture success in all children and help them to be the best that they can be and to develop as rounded, informed, articulate and numerate young people who understand and contribute to the society in which they live. In order to do this we provide access to a rich and balanced curriculum to allow them to develop as happy, articulate and confident individuals who love learning and have good levels of emotional and physical wellbeing. Our PP strategy enables this by augmenting whole school improvement activity to provide staff with the training and support they require to provide the highest possible teaching to our pupils, to provide children with a range of experiences which build their cultural capital, and by focusing on their language skills and vocabulary to ensure they can access the curriculum at the appropriate level. Recovery Funding will be used in the 2021-22 academic year to help address social and emotional learning as basic skills, and to support language acquisition.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Awareness of strategies to address disadvantage |
| 2 | Limitations in basic skills inhibits learning |
| 3 | Pupils not school ready on entry Limited exposure to and acquisition of language |
| 4 | Lack of experiences affect curriculum access |

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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 |
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| <p>Continue to embed new reading spine.</p> <p>Continue to embed new writing sequence of learning</p> <p>Continue SEND consultant advice implemented & monitored</p> <p>Continue Pupil Progress meetings to ensure appropriate strategies being used</p> <p>Maths No Problem has not been successful so will be replaced by White Rose Maths in September 2022. This will include a training day on the first INSET and followed up with monitoring by the co-ordinator.</p> <p>Embed current strategies</p> <p>Develop nurture room</p> | <p>Continued CPD to develop outstanding teaching and learning for all: focus on areas identified for development; High quality teaching of disadvantaged children will be in place across the school and evidenced through a range of monitoring and evaluation activities.</p> |
| <p>Increased exciting and creative opportunities to apply phonic skills in writing through writing weeks;</p> <p>Embed new programme</p> <p>Continue to develop reading for pleasure and children to be able to talk about books and make links</p> <p>Rather than writing weeks, these were completed at the end of a 3-week writing sequence of learning. Writing weeks will be introduced in next year.</p> | <p>Resources purchased to encourage love of reading and children engaging in reading as a choice;</p> <p>Lexia Read programme purchased to develop basic skills of those struggling to read or engage in reading; Gap closed between disadvantaged and non-disadvantaged achieving combined expected standard.</p> |

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| <p>Purchase NFER tests to replace PiXL as very costly</p> <p>Continue to target specific identified areas in gaps for learning. Specific gap analysis to inform planning next steps and intervention.</p> <p>New intervention groups set up and monitored.</p> <p>Continue ELSA and set times each week for planned programmes.</p> | |
| <p>Vocabulary resources to be purchased for whole school</p> <p>Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith)</p> <p>Story sacs for younger children set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;</p> <p>Covid prevented Community helpers as we had a Covid outbreak in the Spring term so we will set this up this term. HSLC work experience and 6th formers did come in to help so we will continue with this.</p> <p>Continue with daily story time to enhance vocabulary and comprehension skills.</p> | <p>Good practice set up in previous year embedded and things not working got rid of and excellent practice extended;</p> <p>Burnett news club purchased—to widen experience and language of more able PP;</p> <p>Establish parent HUB to develop parental engagement. Home-school worker established to develop:</p> <p>Parenting classes –Family Links (liaising with the Children’s centre); advice on routines, diets, importance of attendance and punctuality</p> <p>Informal coffee mornings, leading to event coffee mornings e.g., pamper days, craft morning, leading to workshops, key speakers on diet or talks from agencies e.g. Children’s Centre; Gap closed between disadvantaged and non-disadvantaged use of vocabulary in their understanding and usage.</p> |
| <p>Covid prevented some trips in the first 2 terms but where possible we arranged wider opportunities whether in person or virtually. It is hoped this will continue next year.</p> <p>Member of staff trained to be a forest school leader and a beach leader.</p> | <p>Careers curriculum implemented to increase aspiration and open experiences; Children will choose to access the provision and opportunities in offered. Wide range of experiences and opportunities will be available to disadvantaged pupils and utilised - resulting in the gap between disadvantaged and non-disadvantaged</p> |

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| <p>Art and music opportunities further developed.</p> <p>Continued community projects</p> <p>Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g., dance workshops; art workshops; theatre groups; historians; STEM opportunities.</p> <p>Continue with Picture News online resources but change the Charanga Online music to Kapow scheme as this gives a more varied approach and we can link this into wider opportunities through the music service.</p> | <p>pupils achieving the combined expected standard to have closed.</p> |
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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: £21380

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>High quality teaching in all core areas: Training of specific teaching of strategies for reading; training in new Maths approach and recording of reasoning and investigative skills; training in sequence of writing;</p> | <p>Students Improve in Reading Comprehension by Learning How to Teach Reading Strategies. An Evidence-based Approach for Teacher Education</p> <p>Helvi Koch, Nadine Spörer 2017</p> <p>EEF Toolkit reading comprehension strategies show high impact for low cost</p> | <p>1</p> |

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| <p>Timetabled reading session for daily 30 mins;</p> <p>Resources purchased to supplement teaching of reading and writing.</p> | | |
| <p>WRM scheme tailored to specific children's needs;</p> <p>Resources purchased to supplement teaching of maths - especially visual resources and concrete maths equipment.</p> <p>Training to use assessment for learning in delivering maths</p> <p>Training of TAs to support the teaching of maths</p> <p>Resources purchased to supplement teaching.</p> <p>SEND consultant advice implemented & monitored;</p> <p>Pupil progress meetings to ensure individual needs and progress tracked and appropriate interventions and strategies implemented and reviewed.</p> | <p>The role of visual representation type, spatial ability, and reading comprehension in word problem solving: An item-level analysis in elementary school children</p> <p>A.J.H. Boonen, F. van Wesel, J. Jolles, M. van der Schoot 2014</p> <p>EEF Toolkit maths strategies https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/</p> | |

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| Strategies in place to develop nurturing classrooms and specific teaching of emotional and social skills after Social and Emotional Competency Profile (SECP) completed so children are ready to learn. | Nurture groups have been endorsed by the UK government in numerous reports and policy papers: The Warnock Report (1978), Green Paper Excellence for All Children (1997), The Steer Report (2005), the Healthy Schools Toolkit (2012) the Mental Health and Behaviour in Schools Report (2014), and Ofsted's Supporting Children with Challenging Behaviour (2011); Childhood conduct disorders predict all adult disorders (Kim-Cohen et al 2003), |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: ££11394

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>High quality teaching in all core areas: Effective phonic programme in place with training and monitored;</p> <p>Monitor the specific teaching of reading - supply costs to monitor and continued purchase of improved reading materials in classes and library</p> <p>Purchase new reading material which is of a lower reading ability but an older chronological age;</p> | <p>Phonics programme from evidence-based approaches https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>May 2012 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>2012 https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf</p> <p>Reading aloud to children https://adc.bmj.com/content/93/7/554</p> <p>Reading for pleasure: https://files.eric.ed.gov/fulltext/ED496343.pdf</p> | 2 |

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| <p>Children encouraged to develop a love of reading -reading days; visiting authors; reading events</p> <p>Extend phonic learning into year 3 and 4 -new books at appropriate level and ties in with phonic scheme;</p> <p>Specific teaching of the basic skills; Improved comprehension;</p> <p>Increased exciting and creative opportunities to apply phonic skills in writing through writing weeks;</p> | | |
| <p>High quality assessment in all core areas.</p> <p>Purchase NFER tests and carry out test gap analysis to ensure correctly targeted planning of interventions which are rigourously applied and monitored -teachers teach to children's needs; Specific teaching of the 4 operations as identified in NFER data; Teaching strategies to apply and reason in maths;</p> | <p>Research, for example by Black and Wiliam, suggests AfL benefits learning. Harlen (p176) says AfL is 'not something added to teaching, but is integral to it.' NFER tests are backed up by 75 years of assessment research</p> | |

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| <p>Monitoring of assessment for learning -supply costs</p> <p>Interventions with specific focus and appropriate based on the gaps in learning identified in NFER tests -intervention time and TA time to carry out interventions;</p> <p>Pupil Progress meetings to ensure appropriate strategies being used;</p> | | |
| <p>High quality social and emotional provision; Nurture room resources;</p> <p>Social and emotional skills taught in class through Jigsaw PHSE lessons and specific issues identified in SECP.</p> <p>Appropriate ELSA provision -TA for 3 afternoons a week in KS2 and extra when needed; When needed in KS1. Specific groups such as friendship groups, social stories etc.</p> | <p>The EEF suggest that up to 4 months progress can be achieved through the introduction of social and emotional interventions, albeit the evidence base is limited. There is has been significant focus relating to recovery from the pandemic clearly which indicates that focus needs to be placed on overcoming social and emotional issues getting in the way of academic progress.</p> | |

Budgeted cost: ££6060

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Vocabulary resources bought -cost of resources and reading materials with wide and culturally diverse topics containing appropriate vocabulary exposure.</p> <p>Specific teaching of vocabulary 5min a day. Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith)</p> | <p>EEF Toolkit reading comprehension strategies show high impact for low cost recognises the importance of teaching vocabulary</p> | <p>3</p> |
| <p>Speech and Language interventions in place; -purchase of speech and language resources, TA time to implement 4x1 hour in EYFS and class 1. 1:1 TAs implement specific children's plans in KS2. Speech and language consultant</p> | <p>EEF Toolkit reading comprehension strategies show high impact for low cost recognises the importance of teaching vocabulary</p> | |
| <p>Purchase of specific resources that the children do not bring: caps in EYFS for outdoor play in summer, wellies for forest school, waterproof clothing for forest school, PE kits to be kept in each class;</p> <p>Story sacs set up for EYFS and KS 1 - Story sacs contain books and activities to do</p> | <p>May 2012 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>2012 https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf</p> <p>Reading aloud to children https://adc.bmj.com/content/93/7/554</p> <p>Reading for pleasure: https://files.eric.ed.gov/fulltext/ED496343.pdf</p> <p>Importance of parents reading to children: https://theconversation.com/research-shows-</p> | |

together and puppets for role play to encourage parents to talk and interact with their child;

Community helpers trained on questioning and discussing reading and vocabulary.

Daily story time to expose children to a wider range of vocabulary - purchase a class sets of books so children can follow the text -cost of class sets of books;

Continued upgrade of reading material in library for each subject area -books purchased for breadth and diversity;

Active learning training -courses costing

Monitor reading provision throughout schools, including those in each class - cost of supply and resources;

Outdoor learning and active learning training and resources purchased;

Monitoring that provision used effectively;

the-importance-of-parents-reading-with-children-even-after-children-can-read-82756

Importance of reading aloud to children:
https://www.researchgate.net/publication/5373247_Reading_aloud_to_children_The_evidence

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

Budgeted cost: ££19862

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Wider opportunities to increase experience: forest school, music opportunities, art and sculpture; concerts planned; liaison with secondary school to provide additional experiences using their staff expertise;</p> <p>Involvement in community projects - cost for materials and resources;</p> <p>Subsidising trips</p> <p>Cost of transport for trips</p> <p>Subsidising residential visit</p> <p>Increased visitors in school -cost of visitors e.g., dance workshops, art workshops, theatre workshops, historians, STEM opportunities; Specific subject resources to enable children to access the curriculum e.g., models, history timeline, artefacts,</p> | <p>The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. The cost of these activities may put them out of the reach of low income families.</p> | <p>4</p> |

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| <p>visitors in for careers curriculum;</p> <p>Picture News online resources</p> <p>Music service opportunities</p> <p>Extended Teacher cover to deliver quality french lessons and links with French school;</p> | | |
| <p>Develop outdoor learning and active learning provision</p> <p>Involvement in community projects - cost for materials and resources</p> <p>Develop careers curriculum</p> <p>Children's university events</p> <p>Training for a beach leader</p> <p>Training for a forest school leader</p> | <p>From the Ofsted Inspection Framework it is highlighted as being important that leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> <p>In order to be a good (or better) school the provider's curriculum must be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Ofsted research has shown that any narrowing of the curriculum disproportionately negatively affects the disadvantaged pupils.</p> <p>In this a wide range of learning opportunities would be beneficial to ensure that the needs of all pupils are catered for. Metacognitive approaches to learning, to increase the level of thinking and evaluative practice pupils are encouraged to do is also rated as highly valuable by the EEF.</p> | |
| <p>Play leaders trained and TAs training to supervise cooperative play at play times. Children develop the skills to</p> | <p>The world of work requires people to be able to work in teams and in cooperation. We therefore prioritise this from any early age to boost key skills which will support both academic and wider success.</p> | |

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| be able to cooperate and play together; | | |
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Total budgeted cost: ££58696

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 2020 to 2021 academic year.

All staff will be skilled in using a range of appropriate strategies to support the pupils in their classes allowing all pupils, regardless of background, to access the curriculum and achieve as highly as possible. This will include:

Specific focus on teaching strategies for reading: prediction; inference; deduction; words in context

Staff to use schemes in place to good effect, being able to jump off and use different strategies to ensure understanding;

SEND consultant advise staff about appropriate strategies to use and these make an impact within the classroom to improve learning;

Strategies in place to develop nurturing classrooms and specific teaching of emotional and social skills

Training to enable staff to provide specific teaching of strategies for reading: prediction; inference; deduction; words in context etc.

Timetabled session for daily 30 minute teaching of reading skills;

Training on schemes in place e.g. Maths No Problem so staff are confident to jump off and use different strategies to ensure understanding;

SEND consultant advice implemented within the classroom and monitored to ensure positive impact within the classroom to improve learning;

Strategies in place to develop nurturing classrooms and specific teaching of emotional and social skills

Achieved:

Training of specific teaching of strategies for reading; Little Wandle purchased to develop early reading and training for 6 weeks -TAs paid to attend training after school 1hr x6 sessions for 8 staff as well as teachers;

Timetabled reading session for daily 30 mins; Resources purchased to supplement teaching of reading and writing.

SEND consultant advice implemented & monitored;

Pupil Progress meetings to ensure appropriate strategies being used;

Further training in Maths No Problem and use of maths journals to explicitly teach maths: Model reading, writing and maths skills, think out loud, guided and independent practice, clear language, visual representations; use manipulatives and representatives;

Resources purchased to implement programme

Resources purchased to supplement teaching;

Strategies in place to develop nurturing classrooms & specific teaching of emotional and social skills; Resources purchased

Next steps:

Continue to embed new reading spine.

Continue to embed new writing sequence of learning

Continue SEND consultant advice implemented & monitored

Continue Pupil Progress meetings to ensure appropriate strategies being used

Maths No Problem has not been successful so will be replaced by White Rose Maths in September 2022. This will include a training day on the first INSET and followed up with monitoring by the co-ordinator.

Embed current strategies

Develop nurture room

Basic skills, whether they be from the academic perspective of literacy and numeracy or the perspective of social and emotional learning will be sufficiently developed to enable all pupils, regardless of background, to fully access the curriculum and make the progress expected of them. This will be achieved through:

Social and emotional skills being at a level for the children to be able to access learning.

Having an effective phonic programme in place

Children having access to books and are reading for enjoyment

Specific teaching of the basic skills resulting in improved comprehension of the text

Children having a sound understanding of the 4 operations and able to apply this knowledge to all areas of maths;

Using PIXL to identify gaps in learning to be able to teach to children's needs so intervention groups can be specific and appropriate.

Providing increased opportunities to write allows effective practice resulting in improved outcomes.

Social and emotional skills taught in class where appropriate or through ELSA provision to enable all children to access learning.

Effective phonic programme in place with training and monitored;

Children have access to books and are reading for enjoyment;

Specific teaching of the basic skills resulting in improved comprehension of the text;

Children have a sound understanding of the 4 operations -PIXL data will reflect this improvement;

application of maths skills improved alongside children's ability to reason in maths;

PIXL analysis identifies gaps in learning and staff teach to children's needs;

Intervention groups will be specific and appropriate, based on PIXL analysis;

Increased exciting and creative opportunities to write allows effective practice resulting in improved outcomes;

Achieved:

TA carries out ELSA sessions 3 x 30 minute sessions weekly and other sessions as needed; Effective phonic programme in place with training and monitored;

Improved reading materials;

Children are encouraged to read for enjoyment; New library books and classroom books ordered to encourage love of reading; reading corners set up; Story class books purchased (see reading spine);

Specific teaching of the basic skills;

Improved comprehension;

PIXL strategies and analysis continued and monitored;

Specific teaching of the 4 operations as identified in PIXL data;

Teaching strategies to apply and reason in maths;

PIXL analysis identifies gaps in learning and staff teach to children's needs;

Intervention groups will be specific and appropriate, based on PIXL analysis;

Pupil Progress meetings to ensure appropriate strategies being used;

Social and emotional skills taught in class; Appropriate ELSA provision;

Next steps:

Increased exciting and creative opportunities to apply phonic skills in writing through writing weeks;

Embed new programme

Continue to develop reading for pleasure and children to be able to talk about books and make links

Rather than writing weeks, these were completed at the end of a 3-week writing sequence of learning. Writing weeks will be introduced in next year.

Purchase NFER tests to replace PiXL as very costly

Continue to target specific identified areas in gaps for learning. Specific gap analysis to inform planning next steps and intervention.

New intervention groups set up and monitored.

Continue ELSA and set times each week for planned programmes.

Regardless of background, there will be no discernible difference between the acquisition and use of language and vocabulary of children.

This will be achieved through:

Children being taught a wider range of vocabulary and being able to use it in their speaking and writing.

Speech and Language interventions close the gap with non-PP peers.

Story sacs with books, activities to do together and puppets for role play to encourage parents to talk and interact with their child.

Burnett news club –to widen experience and language of more able PP.

Parent helpers to hear readers, using people in the community, e.g. Grandparents, volunteers, Secondary students, ex-pupils etc.

Daily story time to expose children to a wider range of vocabulary.

Develop outdoor learning and active learning provision to be used effectively.

Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith) and are able to use it in their speaking and writing;

Speech and Language interventions in place;

Story sacs set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;

Parent helpers to hear readers, using people in the community, e.g. Granparents, volunteers, Secondary students, ex-pupils etc.

Daily story time to expose children to a wider range of vocabulary

Outdoor learning and active learning provision used effectively;

Achieved:

Purchased reading materials with appropriate vocabulary exposure; Progression maps are upgraded in all subjects to include specific vocabulary -supply paid to cover time.

Speech and Language interventions in place;

Daily story time to expose children to a wider range of vocabulary

Library upgrade and reading materials purchased to improve breadth and diversity; reading corners set up in each class

Outdoor learning and active learning training and resources purchased;

Provision used effectively;

Next steps:

Vocabulary resources to be purchased for whole school

Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith)

Story sacs for younger children set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;

Covid prevented Community helpers as we had a Covid outbreak in the Spring term. HSLC work experience and 6th formers did come in to help with this for part of the year when possible. This will be started next year.

Continue with daily story time to enhance vocabulary and comprehension skills.

Pupils are provided equitable opportunities to widen their experiences to ensure that a lack of experience does not negatively impact on the progress expected of our pupils.

This will be achieved through:

Wider opportunities carried out to increase their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned. Liaison with Secondary school to provide additional experiences using their staff expertise.

Involvement in community projects.

Careers curriculum implemented to increase aspiration and open experiences.

Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g. dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted).

Develop outdoor learning and active learning provision.

Children develop the skills to be able to cooperate and play together.

Wider opportunities carried out to increase their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned; liaison with Secondary school to provide additional experiences using their staff expertise;

Involvement in community projects;

Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g. dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted);

Develop outdoor learning and active learning provision

Children develop the skills to be able to cooperate and play together

Achieved:

forest school;

music opportunities;

concerts planned;

liaison with Secondary school to provide additional experiences using their staff expertise;

Involvement in community projects;

Picture News online resources

Charanga Online music service

Extended HLTA cover to deliver quality French lessons

Develop outdoor learning and active learning provision

Children develop the skills to be able to cooperate and play together; ELSA sessions to develop social skills.

Next steps:

Covid prevented some trips in the first 2 terms but where possible we arranged wider opportunities whether in person or virtually. It is hoped this will continue next year.

Member of staff trained to be a forest school leader and a beach leader.

Art and music opportunities further developed.

Continued community projects

Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g., dance workshops; art workshops; theatre groups; historians; STEM opportunities.

Continue with Picture News online resources but change the Charanga Online music to Kapow scheme as this gives a more varied approach and we can link this into wider opportunities through the music service.

Externally provided programmes

| Programme | Provider |
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| NA | NA |
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Service pupil premium funding (optional)

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | Extended reading resources were purchased and ELSA provision was required with daily check-ins and weekly sessions with others provided when needed. |

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| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>Emotional wellbeing improved, becoming less distressed and having to seek out extra ELSA sessions;</p> <p>Achieved Greater depth in reading (starting point exp at KS1); Next step is to target Maths to achieve Greater depth.</p> |
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Further information (optional)

The needs of our most vulnerable children are at the heart of all we do. Our close-knit, family atmosphere provides a welcoming, safe and inclusive environment which allows all pupils to thrive. We strive to ignite a lifelong love of learning in providing a broad, rich and relevant, creative curriculum with positive outcomes for all. Through our Federation with Hornsea School and Language College, we are able to offer a wide range of exciting opportunities that mutually benefit all our students to receive the best education. Our core aims to are designed with our inclusive nature at heart as we: provide a high quality of education ensuring that all learners have equality of opportunity and personal growth; encourage everyone to achieve in a happy, safe, secure and caring environment; equip the school community with a passion for learning to enable them to become independent, resilient learners who strive to reach their full potential in life; promote respect for all, self-esteem and emotional well-being, to enable achievement of high standards of behaviour and positive attitudes; celebrate differences and diversity and equip learners with the core values so that they positively participate in and contribute to life in Modern Britain and the global world. It is both through these aims, and through working in partnership with parents and carers and the wider community that we provide the best possible opportunity to improve our children's life chances.