Castle Hill Primary School Pupil premium strategy statement 2021-24

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	Castle Hill Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	21.95% 2021/22 17.95% 2022-23
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22, 2022-23, 2023-24
Date this statement was originally published	November 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Janet Leggett Headteacher
Pupil premium lead	Sarah Laycock Deputy Headteacher
Governor / Trustee lead	Mary Carrigan Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,720
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	£65,720

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to teach an ambitious and broad curriculum in all subjects from the outset in order to support all of our vulnerable pupils, whether disadvantaged or not, and to provide opportunity and time to cover the most important missed content due to recent experiences of Covid 19. We will consider the challenges faced by all pupil groups in our school with the intention that, despite the challenges faced, they will make good progress and achieve high attainment. In particular, post-LAC pupils facing specific challenges will require additional nurture and specialist support in order to help them to secure positive personal outcomes for their futures. Effective learning for all pupils means that careful monitoring of all pupil groups is essential, with flexible and responsive interventions ensuring that the gap does not widen.

We aim to promote positive outcomes, of disadvantaged pupils by focussing on peer interactions to increase motivation and promote well-being and develop independent learners through metacognition and self-regulation strategies. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. A whole school approach will ensure that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our aim is for the best possible delivery of teaching and learning provision with a focus on high quality universal teaching and through a wide range of targeted group and individual support packages designed to meet the needs of vulnerable pupils. Our strategy is integral to wider school plans for education recovery, through this targeted support through for pupils whose education has been worst affected, including non-disadvantaged pupils and that their attainment will be sustained and improved alongside progress for their disadvantaged peers.

Curriculum planning is informed by regular analysis of pupil data and information in order to identify circumstances which may be barriers to learning and assessing pupils' starting points in order to address the gaps in their knowledge and skills and provide a rich and varied menu

of educational experiences which will broaden the opportunities of vulnerable pupils. We aim to consider how all subjects can contribute to the filling of gaps in core knowledge, with a particular emphasis on reading as the golden thread throughout the curriculum.

These strategies are integrated into our school curriculum planning and will be supported both at school and at home by a promotion of a high profile approach to meeting the needs of disadvantaged pupils with access to technology being key to support the remote education platform – google classroom to ensure extending and deepening learning is maintained.

Key principles of our strategy plan:

- Having a relentless drive for excellence for all children.
- Ensuring that disadvantaged pupils' progress is part of all teaching assistant and teacher appraisals.
- Quality CPD ensures well-trained and highly qualified staff working with pupils with a deeper understanding of their needs.
- Intervention groups are managed by qualified teachers and highly trained teaching assistants, who are flexibly deployed.

Challenges

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

Challenge number	Detail of challenge
1	Low cultural capital, aspirations and attitudes to learning.– a greater proportion of our pupil premium children require an enhanced curriculum to ensure that they are engaged in their learning. Identified Special Educational Needs- 20% of pupils in receipt of Pupil Premium also have additional Special Educational Needs, with 44% of these pupils identified as having communication and interactions difficulties
2	Attendance and punctuality – a greater proportion of pupil premium children require additional support to maintain good attendance and to ensure that they come to school on time.

3	Decreased opportunities to socialise and to access nutritious food, as well as undertake physical activity. This impact on self-awareness, resilience and academic progress
4	Parents/carers/hard-to-reach parents who are less able to support their children to learn due to home environment or adequate access to the internet.
5	Working effectively with secondary colleagues to explore considered transition arrangements that are prolonged. Develop smoother systems to ensure that self-directed and independent learning habits learned in primary are continued into secondary.

Intended outcomes

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

Intended outcome	Success criteria
Appropriate broad and balanced curriculum for all	• English and Maths will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. • Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths • The quality of education continues to be good/outstanding
Resource packs for all pupils to support blended / remote learning	• Pupils have access to a wide range of appropriate resources to support remote learning • Parents are supported to deliver remote learning activities
Pupil Premium termly progress reviews by teaching staff and SLT	• Pupils' needs are met • Subject leaders are informed and can plan support • The quality of education continues to be good/outstanding
Covid impact needs analysis and recovery strategy continued due to ongoing affects	• Space is provided where necessary in line with risk assessments • Lower infant unit meets the needs of our most vulnerable groups. • Effective learning and secure progress is made • Children's well-being is addressed – children feel secure.

	• Continuous Provision forms an important part of effective practice in both EYFS and KS1
Targeted teaching support - CPD – appropriate targeted CPD for staff	• All staff have accessed high quality and appropriate CPD so that the quality of education continues to be at least good • Pupils are supported in self- development and understanding what they need to do to improve • Staff have broader and deeper expertise in specialist areas and leadership • PSHE curriculum delivery supports mental wellbeing in the new curriculum
Targeted teaching support - High quality teaching staff induction/mentoring	• New staff are supported in their roles and responsibilities for. • Y6 has 2 teachers to reduce class sizes • Y1 ECT teacher has sufficient time for PPA and professional development.
Key transition support	• Children who are joining school from different settings or who are beginning their schooling with Castle Hill School have an opportunity to become familiar and confident with the setting before they arrive. • Early years pupils familiar with setting and staff • Year 6 pupils supported in smooth transition to High School
Flexible deployment of support staff	• The quality of education continues to be good/outstanding • Pupils' needs are supported • Additional staffing ratios in nursery to meet high needs
Improve the spoken language ability of children in reception classrooms	Early Language skills screening, Nuffield Early Language Intervention (NELI) as well as LINGO in the summer term: • Help children overcome language difficulties • Targeting vocabulary, narrative skills, active listening and phonological awareness • Improving children's oral language skills and promoting longer term progress in reading comprehension
Appropriate basic skills interventions in core areas support those identified children in reinforcing their understanding and develop key skills.	• Identified pupils will see progress in reading accelerated • Pupils are more confident readers • Pupils decoding skills improve • Pupils reading skills are transferrable across the curriculum • significantly increased rates of reading fluency • Improved comprehension as a result of being able to read at pace without spending their working memory decoding. • They will be confident readers and dips in reading attainment will be negated.

	• Identified children will have no gaps in maths learning and will make good progress. • Pupil progress in maths accelerated o Pupils are more confident mathematicians • Pupils' maths skills are transferrable across the curriculum
Phonics teaching	• Subject specific attainment gaps closed– Phonics screening target 80% • Phonics delivered in line with government expectations
Additional therapeutic input	• Pupils' needs are fully met through THRIVE • To offer an opportunity to learn through early nurturing experiences and develop the skills to do well at school, make friends and deal more confidently and calmly with issues that may arise.
SEND intervention/monitoring	• Families are supported to meet the needs of their children • Pupils, families and staff emotional and mental health and wellbeing is supported • Pupils are supported in the following areas: o Enabling pupils to focus for much longer than usual o Opening up ways for pupils to communicate o Helping pupils with autism maintain relationships with staff o Inspiring families with ideas that they can use at home
<u>Access to technology</u> Enable access to a blended / remote learning approach through	• Pupils access blended / remote learning immediately in the event of school closure, or absence due to self-isolation not linked to school • Pupils continue to receive a high quality of education and support Pupils have access to high quality ICT and computing resources to support wider development and engagement in learning activities within the home environment • Staff have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. • Teachers facilitate effective home-learning.
Supporting parents and carers Support for blended/home learning Parent training sessions	• Children will have greater opportunities to access learning at home. • Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. • Families are supported to meet the needs of their children

Engaging the strategies to support families facing most challenges: Support the behaviour and attendance needs of identified pupils through positive strategies and liaison with families	• Pupils' attendance meets the school target • Pupils' behaviour incidents are low • Where behaviour is a concern, pupils are supported through a range on strategies • Pupils are supported to engage with online learning • Families are supported by the Learning Mentor who works closely with social care and family support
Whole school events to promote re-engagement and strengthen links with families	• Pupils, families and staff feel part of the school community • Pupils, families and staff emotional and mental health and wellbeing is supported • Pupils have access to a wider range of extra-curricular activities to support the development of positive relationships and the development of life skills and independence • SEMH needs are met

<u>Wellbeing:</u> Support and promote staff and pupil mental health and wellbeing
 	
School staff well-being charter
	• Pupils and staff have positive mental health and wellbeing
	• Mentally healthy school
	• SEMH strategies – anxiety,
	• Year 6 Online PSHE sessions and parent call - 2021-23
	  o Health and wellbeing
	  o Relationships
	  o Living in the real world

Quality assurance that supports curriculum development through blended learning while sensitive to workload and wellbeing	• The quality of education continues to be good/outstanding

Activity in this academic year
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate broad and balanced curriculum • Recovery curriculum focussing on SEMH needs. • Plan, design and deliver a remote learning scheme as and when necessary • In school delivery continues to follow the existing curriculum, ensuring pupils are given time and opportunities to revisit as necessary • White Rose Maths Hub catch up planning. • Oak academy links in planning to support remote learning • Subject leader accountability – monitoring • Resource packs for all pupils to support blended / remote learning	Targeted Social & Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Moderate impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,3,4
Termly pupil progress review	EEF- Assessment and Feedback	1,3

• Teachers to use APO to predict outcomes for all pupils. • Target setting for Pupil Premium and SEND pupils. • Year group progression grids to identify skills gaps, monitor and plan interventions to address these gaps. • Interventions planned and delivered by qualified teachers, HLTAs, and TAs.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback high impact/low cost	
Logistical Covid impact needs analysis • Remove wall in Y6 classroom to give more space to larger cohort and protect staff • Split high SEND Y5 into 2 smaller classes 18/18 • Set up classroom and shared area to provide required space for Y3 • Merge low numbers year groups Y1/YR unit – to benefit those who missed half of foundation.	Within class attainment grouping has a positive impact, on average, of 2 months additional progress. The evidence strength, however, is limited and there is variation behind this average, but this does allow collaborative leaning and targeted strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	1,5

Targeted teaching support - CPD • Staff provided with a wide range of CPD opportunities as per the CPD action plan • Additional, appropriate opportunities identified as required and time given for professional development to focus on active learning. • Inclusive practice training – Dingley's Promise and additional cover provided by SLT • Performance management supports middle and late career teachers who wish to study for NPQs • Access to Teach Computing courses • Mental wellbeing training module delivered to staff **Targeted teaching support - Staff induction/mentoring** • Paired Y1 ECT teacher with YR teacher as mentor and Deputy Head as induction tutor • Learning Mentor support Year 3 to support new Y3 teacher • Early career framework continues to support RQT in Y2 • Additional staff in Y6 to reduce class sizes	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size	1,2,3,4,5
Key transition support • The school website is updated with relevant information. • Tour of Castle Hill Primary School is arranged with all new-starters. • Additional time for discussion/ meeting with their new starters. • Headteacher and SENDCo discussions with families whose child needs additional and different provision. • Transition Support with Open minds for Y6. • Anxiety workshops arranged for Y4.	Working with Parents to Support Children's Learning. Education Endowment Foundation (2018). https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	1,3,4,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Chal-lenge num-ber(s) ad-dressed
Deployment of support staff • Support staff are deployed effectively across the school to support group interventions • Support staff are used effectively in lessons to sup-port learning • Restructuring Sept 22 – skills audit INSET day • Pupil voice training -SENDCo	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF We know that PP SEN students are in particular need of support, we also know that, when TAs are well deployed, they improve student progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 3, 5
Early Language skills: • Nuffield Early Language Intervention Purchase screening package (Black Sheep) – identification and additional 1:1 support.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foun-dation | EEF	1,4

• Early Years Speech and Language skills gap is identified and addressed. • Allocate time for staff to implement training across school. • Speech and Language screening and intervention in place for Reception and Year 1 Autumn term. NELI language screening for Reception. LINGO therapist -summer 23 Three key principles underpin effective inclusive practice in the Early Years: Principle 1: The environment enables learning for all children. Principle 2: Different developmental levels and different learning styles are always considered. Principle 3: The staff team works together to offer all children opportunities for both independent and individualised/supported learning.	Very high impact/very low cost https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years?utm_source=/support-for-schools/evidence-for-the-early-years&utm_medium=search&utm_campaign=site_search&search_term=inclusion%20in%20the%20early%20years	
Appropriate basic skills interventions in core areas support those identified children in reinforcing their understanding and develop key skills. • Any specific learning missed will be taught. • Any dips in attainment identified and addressed through standardised testing. • Experienced HLTA and TAs deliver quality first teaching targeted at specific gaps in learning to targeted children in reading, writing and Maths. • Additional Y6 teacher.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/	1, 3,4

Phonics teaching • Phonics is taught effectively across the school. • Phonics is taught at an appropriate level. • Additional catch-up intervention groups teacher support x 3 pm *Y1/2* • experienced teacher support. • CATCH UP phonics Y2 x 3 pm. • New phonics scheme introduced. • Parent workshops.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF *High impact/low cost*	1,4
Additional therapeutic input • Arrange additional therapeutic input as required e.g. occupational therapy, physiotherapy, speech and language, music, Lego, THRIVE, counselling. • THRIVE group sessions for appropriate pupils. • Staff session to raise awareness of THRIVE and activities that could be led in classes. • Individual support sessions offered to pupils/parents supporting SEMH difficulties – THRIVE practitioner (KA).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
SEND intervention/monitoring • All pupils have an annual review of their EHCP. • All SEN support pupils have ISP support /intervention. • Staff within phases trained to deliver the intervention confidently (including of entry and exit data). • SEND pupils monitored half-termly. • 1:1 weekly sessions arranged with teacher or TA ensure targets continue to be addressed. • SEN education strategies offered to parents on 1:1 basis. • SEND engagement monitored.	The SEND guidance report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement. https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1,2,3,4,5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable access to a blended/remote learning approach if required • Google classroom as a learning platform. • Deliver Google classroom familiarisation and training for parents / pupils / staff on using. • Provide options to access parents evening using Google Meet. • Provide access to teaching and online materials. • Provide ongoing technical support.	The EEF's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils *https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf?v=1629102685* Guidance also for SLT to make better use of digital tech *https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216*	1,3,4,5
Support for blended/home learning • Additional online learning resources available: • Times Tables rock stars used so that children can increase maths fluency at home. • Home-learning paper packs are printed and ready to distribute for all children who cannot access to online learning or homework.	Working with Parents to Support Children's Learning. Education Endowment Foundation (2018). https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	1,2,3,4

Support the behaviour and attendance needs of identified pupils through positive strategies and liaison with families • Support individual needs of identified pupils through positive strategies. • To improve attendance at school for identified pupils. • Monitor attendance at online lessons and engagement with learning. • To improve behaviour at school for identified pupils. • Liaise with other agencies. • Attendance at relevant meetings. • Develop individual programmes. • Summer DSL cover for attendance at CP meetings etc. • School mobile phone link to support families in crisis.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5
Parent training sessions • Provide links to parent training / workshops to support a range of topics, possibly including: Mental health; Behaviour; Parenting styles; Communication	Working with Parents to Support Children's Learning. Education Endowment Foundation (2018). https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	2,3,4
Whole school events to promote re-engagement and strengthen links with families • Hold celebration events for July school leavers. • Run additional after school club sessions to support pupils academic learning, social skills, physical skills and mental health and wellbeing. • Plan school trips and residentials. • Plan Xmas activities for parents.	Working with Parents to Support Children's Learning. Education Endowment Foundation (2018). https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	1,2,3,4,5
Support and promote staff and pupil mental health and wellbeing • Mental health and wellbeing group to provide opportunities to promote and focus on wellbeing. • Staff CPD provided to support pupils.	Schools which took part in a fully evaluated project using the wellbeing toolkit made significant improvements in workload and wellbeing after focussing on the issues they identified in their	1,2,3,4,5

• Safe spaces available to pupils for time out or time to talk. • THRIVE inclusion support TA 1X pm per week 3 hours Y6 (KA) • SEMH screening – THRIVE –staff time/admin costs/subscription (TB,KA). • Calderdale Cares 4 us wellbeing courses for staff distributed. • Wellbeing training module to deliver PSHE curriculum.	survey. In many cases, pupil outcomes also improved. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1059788/wellbeing-and-workload-school-workload-reduction-toolkit.zip	
Quality assurance that supports curriculum development and learning while sensitive to workload and wellbeing • Monitor whole school progress through planned quality assurance activities. • Make use of the workload reduction toolkit. • Ensure activities do not have a negative impact on workload or wellbeing. • Limit work that is unnecessary/time-consuming. • Directed time monitored. • Accountability processes reduced. • Protect lunchtimes and PPA. • Leave of Absence Policy. • Flexibility & understanding.	The DfE's action to support schools to reduce workload and address the causes of excessive workload builds on the 3 independent reports on marking, planning and resources, and data management https://www.gov.uk/guidance/school-workload-reduction-toolkit	1,2,3,4

Total budgeted cost: £65,000

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 2022 to 2023 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2022 results will not be used to hold schools to account. However, our internal assessments during 2022-23 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Writing in KS1 remains a priority with 38% of pupils not meeting expected standards (an increase from last year at 36%) and no pupils meeting greater depth standards for the second year running. Phonics made the target predicted for this year group, given its high SEND needs and pupils new to school. Combined scores at KS2 this year has fallen from 70% to 58% with 6% making GDS. Maths at KS2 GDS should be a focus as it was previously and area of strength. Our assessment of the reasons for these outcomes points primarily to historical and continuing Covid-19 impact, which disrupted all of our school subjects. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by our ability to quickly implement Google classroom, which included on-line face to face live lessons. In 2022-23 overall attendance was lower for all than in the preceding year at 95.8%. The attendance of the SEND pupils remains lower still at 94% (EHC pupils 93%) and those monitored for being at risk of underachievement is 94.9%. SEND pupils were monitored and their support plan entitlements fulfilled with personalised 1:1 sessions as needed or by being in school. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted last year and this is evidenced through our THRIVE assessments and through concerns logged on CPOMS as well as the increased number of exclusions from school which totalled 58 sessions at the time of writing. The impact of this is particularly acute for the most disadvantaged pupils with SEND. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.