



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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

Lodge Farm Primary School	
Detail	Data
Number of pupils in school	402 ( excluding Nursery)
Proportion (%) of pupil premium eligible pupils	85 21%
Academic year/years that our current pupil premium strategy plan covers	<b>2021 - 2024</b>
Date this statement was published	November 2021
Dates on which it will be reviewed	July 2022, July 23, July 24
Statement authorised by	Helen Turner
Pupil premium lead	Alexa Simpson Angie Smith
Governor lead	Naomi Rose

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>TOTAL BUDGET FOR THIS ACADEMIC YEAR</b>	<b>£104,150</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Lodge Farm Primary School, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Lodge Farm Primary School this is approximately 21% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community using the Education Endowment Foundation research recommendations.

### Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development and improvement across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils across our curriculum
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of our disadvantaged learners are adequately assessed and addressed
- In making provision for disadvantaged learners, we recognise that not all pupils who receive free school meals will be socially disadvantaged

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Our ultimate Objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged learners within Lodge Farm.

For all disadvantaged learners in school to reach at least Age Relation Expectations at the end of year 6 in Reading, Writing and Maths and therefore being "Secondary School ready" with the foundations to achieve well at GCSE level - and beyond.

In order to achieve these objectives, the range of provision the Governors consider making for this group could include and would not be inclusive of:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through Lodge Farm staff or external agencies
- All our work through the pupil premium will be aimed at moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary - as well as transition within the school
- Additional learning support.
- Pay for all activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- PE provision - including extra-curricular clubs
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote our values and therefore enhance learning

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	There is a correlation between special educational needs and disadvantaged learners at Lodge Farm
2	Attendance of our disadvantaged learners is below non- disadvantaged learners
3	The level of parental engagement for our disadvantaged learners is inconsistent
4	There is a high level of complexity around the needs of our disadvantaged learners including social, emotional and well being
5	There are weaker language and communication skills amongst our disadvantaged learners

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Attainment in reading	Achieve at least the National Average at Key Stage 2
Attainment in writing	Achieve at least the National Average at Key Stage 2
Attainment in Maths	Achieve at least the National Average at Key Stage 2
Attainment in Reading, Writing and Maths	Achieve at least the National Average at Key Stage 2
Attainment in phonics	Achieve at least the National Average at Year 1
Attainment in multiplication check	Achieve at least the National Average at Year 4
Attendance	Attendance of disadvantaged learners is at least 96% by 2024

## 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: £57,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mable Speech and Language Support</b></p> <p><b>(£45 per credit - a session = 2 credits)</b></p> <p><b>£7000</b></p> <p><b>Wellcomm screening and intervention</b></p> <p><b>(£1367)</b></p>	<p>On entry to Nursery and Reception, a significant proportion of our learners are not “on track” in CL and PSED.</p> <p>Initial thoughts are this is a result of pandemic restrictions over the last two years where our youngest learners will not have attended pre-school and/or other social groups and activities. This in turn has led to a deficit in speaking and listening as well as the routines, expectations and boundaries when learning in a group situation.</p> <p>Children are therefore unlikely to have the breadth of vocabulary, knowledge and skills required to be “on track”</p> <p>This will continue to have a significant and detrimental impact on attainment and progress throughout Key Stages 1 and 2. Poor communication skills can also have a detrimental impact on behaviour and well-being of our learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1 and 5</p>

<p><b>Additional Support staff in EYFS and Year 1</b></p> <p><b>(£16279 - H2 30 hours/week cost to school.</b></p> <p><b>For 2 additional staff, this will cost the school, £32,558)</b></p>	<p>As above:</p> <p>On entry to Nursery and Reception, a significant proportion of our learners are not “<i>on track</i>” in CL and PSED.</p> <p>Initial thoughts are this is a result of pandemic restrictions over the last two years where our youngest learners will not have attended pre-school and/or other social groups and activities. This in turn has led to a deficit in speaking and listening as well as the routines, expectations and boundaries when learning in a group situation.</p> <p>These additional members of staff are also deployed to support the social and emotional needs of the children.</p> <p>In the current Reception classes, we have six learners who received 1:1 support in their previous settings. Whilst 1:1 support for every child is not possible or practical, for their own well-being and success as well as the well-being and success of the other learners in the class too, there need to be additional staff members.</p> <p>In the current Year 1 class there are five learners who require significant adult intervention to allow them to access the curriculum and prevent disruption to the class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1 and 5</p>
<p><b>Classroom Support Staff</b></p> <p><b>(£16279 - H2 30 hours/week cost to school)</b></p>	<p>All classes across the school (Years 1- 5) now have at least one Teaching Assistant. This has not been the case in Key Stage 2 for 3 years</p> <p>This allows for children’s gaps to be addressed and closed more efficiently and in a more timely manner. The support staff would have been present during the lessons to fully understand the intended end point and intervene effectively whether through pre- teaching; 1:1 support, small targeted groups work or after the lesson catch up.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1</p>
<p><b>STEPs Refresher and training</b></p>	<p>Staff CPD is essential to follow EEF principles and Herts STEPS ( behaviour)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Herts STEPS has had a huge impact on the behaviour in the school over the last few years.</p>	<p>4</p>

	Behaviour incidents have decreased and Lodge Farm is a Tier 2 Hub School for DSPL2 which involves us supporting other local schools. STEPS do require refresher training for our “trainers”	
<p><b>Subject Leadership Development</b></p> <p><i>(School will also be funding this activity from training and CPD budget.)</i></p>	<p>A key driver in this year’s Single Plan is the development of Subject Leadership.</p> <p>Releasing Subject Leads provides time (and well-being) to lead their subject effectively which in turn raises standards.</p> <p>NEW: Subject leaders will be developing a document which outlines barriers challenges to disadvantaged pupils within their curriculum area, and ways in which the teachers may overcome these or modify adapt their teaching. Subject leaders will then carry out monitoring within their subject to ensure that these measures are being used effectively.</p>	1



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

**Budgeted cost: £2,134**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maths Booster Sessions in Year 6</b></p>	<p>The rationale behind maths boosters was due to lower than usual initial SATs results especially in maths alongside ongoing teacher assessment and the need to close high value gaps to ensure progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1</p>
<p><b>Timestables Rockstars</b></p> <p><b>(£102)</b></p>	<p>This programme, alongside quality teaching of times tables, will allow children to practise their multiplication and include an element of fun as well as teaching the children the importance of quick recall (which is integral within problem solving). Children will be able to access this at home, which will increase the amount of time that children put into practising their multiplication facts.</p> <p>The mobile-phone friendly aspect of the programme will allow a greater number of pupils to access this learning from home and encourage its use.</p>	<p>1 and 3</p>
<p><b>KS1/2 Phonics Booster Sessions</b></p> <p><b>(£266)</b></p>	<p>KS1 classes were having a double dose of phonics on a daily basis. However, following Pupil Progress and Attainment meetings, it was deemed necessary to increase this provision further by providing teaching beyond the school day.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>3 5</p>

<p><b>KS1 Reading Booster Sessions</b></p> <p><b>(£266)</b></p>	<p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts (EEF), therefore we will be providing additional reading sessions for those children as well as those who may need additional support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3 5</p>
<p><b>NEW</b></p> <p><b>Monster phonics</b></p> <p><b>(£1500)</b></p>	<p>Monster Phonics is to be used as our phonics scheme across the school to ensure that all children are confident in phonics and, as a result, pass the phonics screening check.</p> <p>Monster phonics' mantra is "Keep up, not catch up", therefore daily interventions will be used to support this.</p> <p>Extra books have been purchased in order to support home reading for those families where online reading is not an option and a paper copy is required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>3 5</p>
<p><b>NEW</b></p> <p><b>Year 6 setting teacher</b></p>	<p>As of September 2022, there will be a third Year 6 teacher in the mornings (for Maths and English lessons). They will be used to create a third group in which children who are expected to achieve 'Greater Depth' in the Y6 SATs will be supported in a smaller group. This is as a result of the SATs data in July 2022, which showed that 7% of our children achieved GDS in maths, a decrease from 25% in 2019.</p> <p>This will allow smaller class sizes for the rest of the children in Y6, which will help with targeted support from the class teacher and prompt identification of misconceptions and areas of need.</p>	

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

**Budgeted cost: £37,695**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Family Support Worker</b></p> <p><b>(Cost to school - £32,308. Proportion of this taken from PPG FUNDING - £25 000)</b></p>	<p>We have appointed a full time Family Support Worker.</p> <p>The Family Support Worker carries out sessions with individual pupils and groups to target specific needs, e.g. a lunchtime group where children have been learning to use a knife and fork, sit nicely and make lunchtime choices.</p> <p>The FSW also plans and delivers bespoke transition to secondary school programmes to support our more vulnerable learners.</p> <p>The Family Support Worker works alongside a member of SLT to address attendance issues. This includes working with vulnerable families to offer support and solutions to avoidable absences. In cases where the FSW has been in regular contact with a particular family, we would expect attendance to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>2 3 and 4</p>
<p><b>NEW Trips and experiences</b></p> <p><b>(£300: £100 - food £200 Uniform initiative)</b></p> <p><b>Year 6 school trip (3200)</b></p>	<p>It is essential for the children’s wellbeing and sense of belonging that they can participate in these activities if they wish to.</p> <p>This spend will also include uniform and other resources as well as additional snacks and food.</p>	<p>4 and 2</p>
<p><b>NEW Aspirational visits</b></p>	<p>Pupil and Parent voice showed that children had low aspirations for the future and were not aware of the range of available careers. In order to address this issue, we will be inviting in local aspirational figures to meet with the children and talk about their experiences.</p>	<p>4</p>

<p><b>NEW</b> <b>Swimming Lessons</b> <b>(Year 5)</b></p> <p><b>(£1900)</b></p>	<p>As part of the National Curriculum, children must be able to swim 25m by the time that they leave primary school. Many parents were struggling to make a contribution towards the costs involved in this (coach travel, adult supervision and pool hire) so children in receipt of the PPG will have their lessons paid for in these instances. This will be paid in conjunction with the Sports Premium fund.</p>	<p>4</p>
<p><b>NEW</b> <b>Extra -curricular clubs</b></p> <p><b>(£35 per club per week, one club per disadvantaged child= £2975)</b></p>	<p>Rising Stars will no longer be supporting the school in PE sessions or extra-curricular clubs (July 2022), therefore Springers will be utilised to provide sports extra-curricular activities, including football clubs. These clubs will be offered free of charge to all pupils in receipt of the Pupil Premium Grant.</p> <p>Teachers will be invited to run a weekly club for half an hour, based on personal skills. Teachers will be offered one hours pay for this club (to include set up and clearing up time as well as funding for resources).</p> <p>Children in receipt of the PPG, will be encouraged to attend the clubs that are available, as well as be offered free membership. A parent survey and Pupil Voice was carried out (June 2022) to help us identify the children's interests in order to encourage greater take up of the extra-curricular activities and remove any barriers to attendance.</p>	<p>4</p>
<p><b>Counselling Service</b></p> <p><b>(£4320)</b></p>	<p>Provision of therapeutic services for identified children.</p>	<p>4</p>
<p><b>NEW</b> <b>Protective Behaviours Support Groups</b></p> <p><b>(Half an hour, weekly: LO'R, NW and EB)</b></p>	<p>Children who have been identified as requiring further pastoral support (e.g. stemming from incidents recorded on CPOMS) to be part of nurture groups run by TAs who have received Protective Behaviours training.</p>	<p>4</p>

Total budgeted cost: £97,033

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Activity	Outcomes
<p><b>Mable Speech and Language Support</b></p> <p><i>(£45 per credit - a session = 2 credits)</i> <b>£7000</b></p> <p><b>Wellcomm screening and intervention</b></p>	<p>Mable was more expensive than anticipated, due to the level of need across the school. This will be run differently in the next academic year (2022-23) as more staff are now trained and therefore less input is required from Mable.</p> <p>We bought the online assessment tool for Wellcomm and this was used to provide targets for the children to work on.</p>
<p><b>Additional Support staff in EYFS and Year 1</b></p> <p><i>(£16279 - H2 30 hours/week cost to school.</i> <b>For 2 additional staff, this will cost the school, £32,558)</b></p>	<p>On entry to Nursery and Reception, a significant proportion of our learners are not “on track” in CL and PSED. There is a deficit in speaking and listening as well as the routines, expectations and boundaries when learning in a group situation. These additional members of staff are also deployed to support the social and emotional needs of the children.</p> <p>Many children have required significant support in emotional regulation so that the learning of others is not disrupted. In one case, a child required the ‘Small Garden’ approach, where he was withdrawn from the class and worked with a 1:1 support. This enabled the rest of the class to access the curriculum without interruption and for the individual child to have specific needs met.</p>
<p><b>Additional Classroom Support Staff</b></p> <p><i>(£16279 - H2 30 hours/week cost to school)</i></p>	<p>All classes across the school (Years 1- 5) now have at least one Teaching Assistant. This has not been the case in Key Stage 2 for 3 years. This has helped with recruitment, where having a TA in the class has been a considerable point of note in staff wellbeing and in helping children to achieve. New staff have commented on this being an invaluable resource.</p> <p>Classroom support has also meant that staff are able to intervene effectively whether through pre- teaching; 1:1 support, small targeted groups work or after the lesson catch up.</p>

<p><b>STEPS REFRESHER AND TRAINING</b> (£200/day - £600 - FOR SUPPLY COVER)</p>	<p>Staff CPD is essential to follow EEF principles and Herts STEPS (behaviour).</p> <p>Herts STEPS has had a huge impact on the behaviour in the school over the last few years. Behaviour incidents have decreased and Lodge Farm is a Tier 2 Hub School for DSPL2.</p> <p>Those children who require a higher level of intervention have been accommodated and work is ongoing to ensure that the learning of others is not disrupted as well as helping the individual to regulate their behaviour so that they can learn. Work with parents is also carried out wherever possible, and they are signposted to available support. Where needs cannot be met within school, we are seeking advice from as many external professionals as possible.</p>
<p><b>Subject Leadership Development</b></p> <p>(£ 200/day - £2800 per year)</p> <p><i>School will also be funding this activity from training and CPD budget.</i></p>	<p>A key driver of this year's Single Plan is the development of Subject Leadership.</p> <p>Releasing Subject Leads provided time (and well-being) to lead their subject effectively which in turn raised standards. Subject leaders wrote curriculum maps for their subjects, working collaboratively to ensure that they allowed for progression through the year groups, and ensured links were made explicit in cross-curricular subjects. The development of accessing the curriculum for PPG children was a priority and continues to be worked on in the coming academic year (2022-23). Subject leaders will be developing a document which outlines barriers to disadvantaged pupils within their curriculum area, and ways in which the teachers may overcome these or modify their teaching. Subject leaders will then carry out monitoring within their subject to ensure that these measures are being used effectively.</p>
<p><b>Maths Booster Sessions in Year 6</b></p> <p><i>Autumn and Spring Term</i> (£3000)</p>	<p>7 PPG pupils attended the booster sessions, and out of these children 4 achieved age related expectations. This will continue to take place in the next academic year (2022-23). Children have been identified to begin taking part in the boosters from September, with the expectation that beginning these boosters earlier in the year will have an even greater impact.</p> <p>There will be a third maths set for Y6 pupils, where those children who have the potential to achieve 'Greater Depth' will be targeted and given greater opportunities.</p>
<p><b>Timestables Rockstars</b></p> <p>(£102)</p>	<p>62% of Y4 achieved a score of 20/25 or higher in their multiplication test. 13% of PPG pupils in Y4 achieved a score of 20/25 or higher in their multiplication test. There is a large discrepancy here that we will address through the following:</p> <ol style="list-style-type: none"> <li>1) Make timestables rockstars available for children to begin using lower down the school, e.g. Y2 onwards. This will encourage acquisition of facts at an earlier age.</li> <li>2) Set up a multiplication booster group for Y5 children who did not achieve the pass mark in Y4, and one for those in Y4 who are due to take the test this year.</li> </ol>
<p><b>KS1/2 Phonics Booster Sessions</b></p>	<p>81% of PPG children in Y1 passed the Phonics Screener, 86% of the whole year group passed.</p>

<p><b>(£3286)</b></p>	<p>Of the children who attended the booster groups, 9 out of the 11 passed. This shows that the booster sessions have been a success and will continue next academic year (2022-23).</p>
<p><b>Family Support Worker</b>  <b>(Cost to school - £32,308. Proportion of this taken from PPG FUNDING - £25 000)</b></p>	<p>The presence of our Family Support Worker at the KS1 school gate has proven successful, with parents able to talk to her and continue to build relationships with the school. With this in mind, our FSW will now also be present at the KS2 gate at the end of the day. This will ensure continuity for those parents and children who are now only in KS2 and increase her visibility to the school as a whole.</p> <p>It has been difficult to make a meaningful impact on improving attendance this year, due to many extended periods of absence due to COVID and many families taking holidays during school time. As of September, the FSW and the PPG Lead will be implementing their attendance action plan, which includes early intervention with key families as well as individual cases.</p> <p>The FSW will continue to work with children on an individual basis as she has had a significant impact on the life-skills of children that she works with. For example, one child is now able to lick a yogurt pot lid, something which he had struggled to do and had been practising the motor skills and coordination to be able to do this for the entire year.</p>
<p><b>Trips and experiences</b>  <b>(£5000)</b></p>	<p>Trips did not take place due to prolonged COVID restrictions and staffing issues.</p> <p>For the coming academic year, a document has been compiled where trips and experiences were mapped out across the school and curriculum so that there is a yearly overview for staff and parents. This is to help parents with budgeting (upon their request) and ensure that a wide range of experiences are available to all the children.</p>
<p><b>Steel pans and ukuleles (Year 4)</b></p>	<p>Children have really enjoyed taking part in these sessions. PPG Pupil voice has shown that they were fully engaged and wanting to continue the sessions. Attendance of these pupils improved on the days when the sessions took place.</p>
<p><b>Extra -curricular clubs</b>  <b>(£35/ club per week £3000)</b></p>	<p>Rising Stars clubs were well attended, however, the number of disadvantaged pupils accessing these clubs was much lower than non-disadvantaged. Parents did not say why they did not want to take part, despite them being offered priority places and the clubs were free.</p> <p>Moving forward, Springers will be utilised to provide sports extra-curricular activities, including football clubs. These clubs will be offered free of charge to all pupils in receipt of the Pupil Premium Grant.</p> <p>In order to increase the range of clubs offered, teachers will be invited to run a weekly club for half an hour, based on personal skills. Teachers will be offered one hours pay for this club (to include set up and clearing up time as well as funding for resources).</p> <p>Children in receipt of the PPG, will be encouraged to attend the clubs that are available, as well as be offered free membership. A parent survey and Pupil Voice was carried out (June 2022) to help us identify</p>

	<p>the children's interests in order to encourage greater take up of the extra-curricular activities and remove any barriers to attendance.</p> <p>Attendance of disadvantaged pupils at Springers has been funded by the school where needed and in discussion with the parents, in order to provide support.</p>
<p><b>Lunchtime Support</b> <i>(HB1 cost to school £4417 x 2 = £ 8834)</i></p>	<p>The staggered lunchtimes, which were introduced over the course of the pandemic, have remained at Lodge Farm.</p> <p>The staggered approach continues to have a positive impact on behaviour and well-being as the children had more space to play as it was less crowded and fewer first aid incidents. Adults were able to spend more time with individuals and engage more pupils in meaningful play activities.</p> <p>To further develop this, the term 'MSA' (Midday Supervisor Assistant) has been replaced with 'Play Leader' to reflect the expectations that we have as a result of our training. We are working to raise the profile of our Play Leaders, to encourage greater engagement during the lunch break. Pupil Voice showed that children wanted to see more activities available to them during the lunch break, and this has been implemented by our Play Leaders to good effect. A subsequent pupil voice showed that the children would like this practice to continue.</p>
<p><b>Counselling Service</b> <i>(£4320)</i></p>	<p>Under advice from external professionals, children have received support from an art therapist. The children who have worked with the therapist have shown an improvement in behaviour at school and a decline in difficult behaviours. This will be continued next academic year (2022-23).</p>



## 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*

<b>Programme</b>	<b>Provider</b>
<b>Achievement for All</b>	
This was not having the impact on children's outcomes that we had hoped. It also greatly added to teachers' workload for 2 children who were directly involved, and further costs to the school. Unfortunately, it was proved to be poor value for money.	