

Blue Gate Fields Junior School

Pupil Premium Strategy Statement 2022-2023

October 2022 report on previous year

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
Blue Gate Fields Junior School	KS2 Primary
Number of pupils in school	354 (October 2021)
Total number of children eligible for FSM6 (after Spring Term 2022 census adjustment)	141
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sian Acreman
Pupil premium lead	Sian Acreman
Governor / Trustee lead	Robert Oakley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,285
Recovery premium funding allocation this academic year	£22,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£217,325

Part A: Pupil premium strategy plan

Statement of intent

At Blue Gate Fields Junior School, staff and governors are committed to ensuring that teaching and learning provision meets the needs of all pupils so that every child makes the maximum progress in learning.

The Government believe that the Pupil Premium and Recovery Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. Pupil Premium does this by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At Blue Gate Fields Junior School, we understand that our pupils experience significant barriers to educational achievement and that the continued impact of Covid-19 has had a disproportionately high impact on the education of our disadvantaged pupils.

- Of 346 enrolled pupils, 98.5% of pupils are EAL (English as an additional language): summer 2022 census collection
- 39.8% of pupils are statistically disadvantaged and are entitled to support through the Pupil Premium funding
- Parents often find supporting their children's learning challenging. This is for a range of reasons, including high levels of EAL in the family; limited understanding of the expectations of school and the curriculum and in particular how the broader curriculum impacts positively on academic achievement; strategies and ideas used to support at home are based on the school experiences of the parents and are often very different to today's teaching methods. Space for studying at home is at a premium with younger children in competition with older siblings for space and resources. Many families on low incomes do not have access to the internet, digital devices, or the financial resources to access cultural activities.
- We know that social and emotional well-being has a direct impact on pupil welfare and learning.
- We recognise that a broad range of cultural experiences adds value through contextualising learning.

School characteristics

	2020	2021	2022
School number on roll	Above average 346	Above average 344	Above average 356
School % FSM	Well above average 52	Well above average 40	Well above average 39
School % SEND support	Above average 14	Close to average 11	Close to average 12
School % EHC plan	Well above average 3.2	Well above average 3.5	Above average 3.1
School % EAL	Well above average 99	Well above average 98	Well above average 98
School % stability	Well above average 93	Well above average 94	N/A -

We propose to use funding to support these areas of concern for the benefit of all of our children and, in particular, those statistically identified as being disadvantaged. We aim to remove every barrier to learning for our pupils.

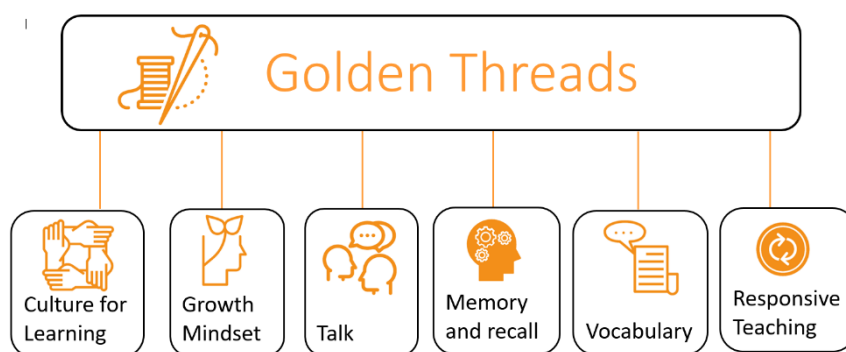
We will employ additional teachers to make pupil: teacher ratios supportive of high quality, bespoke teaching and learning. We will target interventions that focus on reading and maths.

Support for parents and families will be provided through daily contact with families at the school gate, our open-door policy, regular updates via the school website and the continued support of our Attendance and Welfare member of staff.

Counselling for pupils experiencing social, emotional and behavioural barriers to learning is a high priority and will be provided by learning mentors and drama therapists, at an individual and whole class level.

We will fund activities that enhance and add value to the curriculum through access to a language rich, cultural education that includes music, art and design, theatre and literature.

Our focus on The Golden Threads for teaching and learning will also permeate through the strategies designed to address inequalities. Running throughout the teaching and learning in our school



these golden threads contribute to the distinctive Blue Gate Fields Junior School approach. We value these teaching and learning principles, as they are the key principles that best meet the

needs of our specific learners, who disadvantaged or not, face a combination of linguistic, social or economic barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	<i>Reading: a continuous lens on understanding the complexities of the teaching and learning of reading. Reading to create 'word wealthy' children, vocabulary development and the acquisition of 'rare' book words; creating opportunities for rich conversations and shared reading experiences.</i>
2	<i>Hunger: removing a barrier to learning</i>
3	<i>Attendance: the maintenance of good attendance to maximise learning potential</i>
4	<i>Support for learning through wellbeing: creating individualised care for those pupils in need, and for the staff in whose care the children are in</i>
5	<i>Sport, adventurous activities and healthy living: teaching for healthy, energetic bodies and minds</i>
6	<i>Cultural capital: providing an enriching cultural education</i>

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

Intended outcome	Success criteria
<p><i>1 Reading: to create 'word wealthy' children; vocabulary development and the acquisition of 'rare' book words; creating opportunities for rich conversations and shared reading experiences; a continuous lens on the complexities of the teaching and learning of reading.</i></p> <ul style="list-style-type: none"> To further develop staff expertise in the teaching of reading (The Big Five: phonemic awareness, phonics, 	<ul style="list-style-type: none"> Through LBTH consultant support, alongside Mcubed partnership activities and in-school expertise, staff are equipped to implement a curriculum that is planned for (with guidance), resourced and meets the needs of all pupils, as well as those identified as requiring particular support. Learning gaps identified and closed Pupils have improved comprehension and language skills

Intended outcome	Success criteria
<p>vocabulary, comprehension and fluency)</p> <ul style="list-style-type: none"> • To ensure that teaching is consistent and uses evidence based approaches • Ensure that pupils are learning to read and reading to learn: to develop vocabulary acquisition in foundation subjects to broaden children’s language and ability to read a wide range of texts and apply understanding in different contexts • To provide reading interventions based on benchmarking outcomes for targeted children • Library development: focus on diversity in publishing; promotion of the library as an after-school resource for families • Literacy consultant support (Ann Moss, SIP, Literacy Leads) for ECTs and RQTs • Bug Club online reading programme 	<ul style="list-style-type: none"> • Pupil are more confident, fluent readers and speakers • Pupils are offered reading materials that offer windows and mirrors (after Rudine Sims Bishop) to promote reading for pleasure, a deep sense of belonging and the understanding of identity • Reading lessons are supportively planned, modelled, observed and followed up with further professional development so that lessons are judged to be highly effective using the BGFJS Best Practice Continuum • Improvement in attainment for PP pupils in line with non-PP learners in 2022-23
<p><i>2 Hunger: a barrier to learning</i></p> <ul style="list-style-type: none"> • To maintain membership and ambassadorship with Magic Breakfast to support the funding of Family Breakfast Club • To support families to ensure that children do not suffer from school holiday hunger • To host a weekly food bank 	<ul style="list-style-type: none"> • No child is too hungry to learn • Children are ‘caught’ in the breakfast club net at the club, if they are late-comers or are hungry at break time • Holiday hunger is tackled through the food bank • Children and families are offered support to learn about a healthy start to the day • The Family Breakfast Club offers opportunities to talk informally with children and parents and encourages a positive start to a day of learning
<p><i>3 Attendance and family welfare: the maintenance of good attendance and welfare to maximise learning potential</i></p>	<ul style="list-style-type: none"> • Family Breakfast Club is well attended and used as a tool to encourage punctuality and attendance for all children, but also targeted families • A reduction in rates of persistent absence

Intended outcome	Success criteria
	<ul style="list-style-type: none"> • Improved attendance for children who have been historically persistent absentees • Overall improvement in attendance rates • Family support: housing, finances, domestic violence, social, legal, emotional and parenting • Therapeutic care – drama therapy for individual children, classes and family groups • Food bank to support families in need
<i>4 Support for learning: individualised care for pupils, including those who are vulnerable, and staff</i>	<ul style="list-style-type: none"> • Improved attendance and punctuality • Improved learning behaviours: attention, independence, resilience, confidence, organisation, wellbeing • Improved progress and attainment • Narrowing the gap between the highest and lowest attaining pupils • Staff and pupils are supported emotionally for wellbeing and good mental health • Small group teaching which adopts teaching methodology and pedagogical approaches appropriate to the needs of ability grouped pupils
<i>5 Sport, adventurous activities and healthy living</i>	<ul style="list-style-type: none"> • Maintaining a high standard of sports and fitness provision • Increased participation in physical activities • Pupils participate in challenging adventurous activities and environments that are outside of their usual experiences • Pupils are prepared for new social situations that prepare them for experiences outside of their immediate community
<i>6 Cultural capital: providing a rich cultural education</i>	<ul style="list-style-type: none"> • Pupils receive an education enriched by the arts, theatre and design and the talk that comes from experiencing authentic, high quality cultural learning experiences

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: £ 114,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD training sessions for teachers and teaching assistants: phonics training and fluency teaching support</p>	<p>EEF 2021 Guidance Report Improving Literacy in Key Stage 2, seven recommendations to improve literacy teaching for 7-11 year olds <i>On average, reading comprehension approaches deliver and additional six months' progress.</i></p> <p><i>Oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. +6 months impact</i></p>	<p>1 and 4</p>
<p>After school sports and fitness clubs</p> <p>'Go Run' – a fitness programme</p> <p>Shadwell Basin Outdoor Activity Centre for Year 6</p> <p>Gorsefield Rural Studies Centre</p>	<p>EEF 2021 <i>The overall impact of sports participation on academic achievement tends to be positive. + 1 months impact</i></p> <p>EEF 2021 <i>There is evidence of an impact on non-cognitive outcomes such as self-confidence, collaborative learning, problem-solving and explicit reflection on thinking processes and emotions.</i></p> <p><i>These experiences build on adult and pupil relationships.</i></p>	<p>5</p>
<p>Staff CPD for a deeper understanding of cognitive load theory and dual coding theory</p>	<p>EEF 2022-23 Moving forwards, making a difference, A planning guide for schools, the 'five-a-day' approach <i>Dedicated staff planning time to explore, discuss and to embed understanding of the theories into classroom practice through using techniques of graphic organisation (information scaffolding) and visual clarity to support clear explanations, modelling and checking of understanding. Pupils supported to manage cognitive load, understand how learning is transferred into long term memory and be provided with opportunities to recall and retrieve learning.</i></p>	<p>1 + 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Membership of the Tower Hamlets Oracy Hub</p> <p>School Development Plan priority: to develop pupil skills in presentational (physical and linguistic aspects of talk) and exploratory (discussion and debate) talk with subject specific foci</p>	<p>EEF 2021 Guidance Report Improving Literacy in Key Stage 2, seven recommendations to improve literacy teaching for 7-11 year olds <i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. +6 months impact</i></p>	1
<p>Library development and parental engagement through family access to the library after school</p>	<p>EEF 2021 <i>On average, reading comprehension approaches deliver and additional six months' progress.</i></p> <p><i>Oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. +6 months impact</i></p>	1
<p>Literacy consultant support for ECTs and RQTs</p> <p>CPD for teachers rooted in evidence-based research, which inspires and motivates to improve effectiveness in the classroom (talk, fluency in reading, mathematics curriculum development, retrieval practice through dual coding and graphic organisation for visual clarity and recall)</p>	<p>The EEF in its guide to Pupil Premium states:</p> <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</i></p> <p>EEF 2022-23 Moving forwards, making a difference, A planning guide for schools</p> <p><i>Securing effective professional development – mechanisms for a 'balanced approach'</i></p> <ul style="list-style-type: none"> • <i>building knowledge;</i> • <i>motivating teachers;</i> • <i>developing teacher techniques; and</i> • <i>embedding practice.</i> 	1 and 4
<p>Mcubed Partnership</p>	<p>EEF 2018 <i>Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.</i></p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Art, music, design and technology specialist teachers</p> <p>Performance storyteller</p> <p>Young Shakespeare Company theatre and workshops</p>	<p>EEF 2021 <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. It is important to remember that arts participation is valuable in and of itself and that the value of arts should be considered beyond maths or English outcomes. +3 months impact</i></p>	6
<p>Small group teaching and interventions</p>	<p>EEF 2018 <i>Reducing class size appears to result in around 3 month's additional progress for pupils, on average. Reducing the class size can improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. If the reduction is large enough, the teacher can change their teaching approach and, as some result pupils may change their learning behaviours. +4 months impact</i></p> <p>EEF 2021 <i>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. When implementing small group tuition, schools should consider how to ensure that these active ingredients have a positive impact through:</i></p> <p><i>Accurately identifying the pupils that require additional support.</i></p> <p><i>Understanding the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately.</i></p> <p><i>Ensuring teachers are well-prepared for having high quality interactions with pupils, such as delivering well-planned feedback.</i></p> <p><i>Ensuring that small group tuition is well-linked to classroom content.</i></p> <p><i>Small group tuition may be delivered by teachers, trained teaching assistants, academic mentors or tutors. Interventions are typically delivered over an extended period, often over the course several weeks or terms, to a small group of between two to five pupils. +4 months</i></p>	1 and 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>EEF 2022-23 Moving forwards, making a difference, A planning guide for schools</p> <p><i>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.</i></p> <p><i>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.</i></p>	

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and mathematics intervention groups with pupil selection based on Benchmarking assessments, diagnostic assessments, Pupil Progress Meetings and Attainment Profiles created from tracking data.</p>	<p>EEF 2021 <i>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading. +5 months impact</i></p>	1
<p>Speech and language therapy. 1:1 therapy for identified children provided weekly by Speech and Language Therapist</p>	<p>EEF 2021 <i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. +6 months impact</i></p>	1
<p>Artsmark Accreditation development (Gold in 2021) with a renewed focus on language development</p>	<p>EEF 2021 <i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. +6 months impact</i></p>	6

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

Budgeted cost: £87,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Membership of Magic Breakfast</p>	<p>Magic Breakfast:</p> <p><i>'Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures*. Then, in the 6 months March-August 2020, the Food Foundation reported that 2.3 million children were living in households that had experienced food insecurity. Following this, in our Autumn Survey of partner schools almost half (48%) of staff who responded to the survey said they thought child hunger had increased in their school community as a result of Covid-19, with over two thirds (69%) of staff who responded to the survey saying they thought that poverty had increased in their school community as a result of Covid-19.</i></p> <p><i>Quote from a Magic Breakfast partner school: "We are providing many more of our families with food parcels. More children are coming to school hungry. An increasing number of children are asking for extra food at lunchtimes."</i></p> <p><i>A hungry child cannot concentrate. For 28p Magic Breakfast can give a child a healthy breakfast and expert support to their school, opening up hours of crucial lesson time in the morning.'</i></p> <p><i>*Ref: Department for Work and Pensions. Households below average income: financial years ending 1995 – 2020. Published March 2021.</i></p>	<p>1, 2, 3, 4 and 5</p>
<p>Attendance: Targeting, tracking and monitoring of children in 2022-2023</p> <p>Weekly review with HT and Home School Liaison and Welfare Officer.</p>	<p>Early interventions provide targeted, positive support for families, safeguarding, referrals and signposting to relevant services. This fosters positive, warm and supportive relationships with families in need.</p>	<p>3</p>

<p>Half termly analysis using traffic light system</p> <p>Vulnerable children panel meetings used to plan to address needs</p>		
<p><i>Support for learning: individualised care for vulnerable pupils:</i></p> <p>To provide individualised, tailored programmes for challenged and vulnerable children</p> <p>To provide a key person system for boys</p>	<p>EEF 2021 Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be effective. + 3 months impact</p> <p>EEF 2021 Feedback studies tend to show high effects on learning. The EEF state that providing effective feedback is challenging. In this academic year the school will revisit the Feedback Policy and practices to ensure that quality feedback support learning. +6 months impact</p> <p>verbal feedback +7 months impact</p> <p>EEF 2021 Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. +7 months impact</p>	4
<p><i>Support for learning: individualised and group care for vulnerable pupils, and staff:</i></p> <p>Therapist support for identified pupils</p> <p>Drama based whole class sessions that explore curriculum areas and social and emotional issues such as assertiveness</p> <p>Staff therapy sessions: Self-care, meditation and therapy for staff groups and individuals</p>	<p>EEF 2021 Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>EEF 2021 The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>Effects tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all</p>	3 and 4

	<p><i>ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL 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.</i></p>	
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Total budgeted cost: £ 227,119 Difference -£9,794

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.

This review is from October 2021 to October 2022

1	<i>Reading: a continuous lens on understanding the complexities of the teaching and learning of reading.</i>
2	<i>Hunger: removing a barrier to learning</i>
3	<i>Attendance: the maintenance of good attendance to maximise learning potential</i>
4	<i>Support for learning: creating individualised care for those pupils in need and wellbeing for staff</i>
5	<i>Sport, adventurous activities and healthy living: teaching for healthy, energetic bodies and minds</i>
6	<i>Cultural capital: providing an enriching cultural education</i>

1 *Reading: a continuous lens on understanding the complexities of the teaching and learning of reading.*

- Through LBTH consultant support, alongside Mcubed partnership activities and in-school expertise (fluency, prosody and comprehension), staff have been equipped to implement a curriculum that is planned for (with guidance), resourced and meets the needs of all pupils, as well as those identified as requiring particular support. The resourcing of the reading curriculum has been refined and pays attention to what is current and of quality in publishing.
- Learning gaps are continuously identified and closed, before learning is moved on at a pace that is appropriate and accommodates an understanding of long term memory
- Pupils have improved comprehension and language skills – this has been evidenced in specific learning walks, and anecdotally in conversation with intervention group teachers
- Pupils are more confident, fluent readers and speakers – this is evidenced in lesson observations
- Pupils are offered reading materials that offer windows and mirrors (after Rudine Sims Bishop) to promote reading for pleasure, a deep sense of belonging and the understanding of identity
- Reading lessons are supportively planned, modelled, observed and followed up with further professional development so that lessons are judged to be highly effective using the BGFJS Best Practice Continuum.

- We review our development plans at the end of each academic year to create an ever sharper focus for the following year. In the next academic year 2022-2023, we will refine the teaching of reading to better reflect developmental stages – a change in emphasis based on understanding how children learn to read – year 3 + 4 modelling of fluency, Year 5 + 6 independent reading with improved phrasing, prosody and comprehension.
- CPD will further develop and share wider understanding of the teaching of phonics.
- We have used our partnership colleagues and THEP to support to share expertise, taking note of borough wide issues and relating them to our own more localised needs.

The disadvantage gap index has increased from 2.91 in 2019 to 3.21 in 2022.

The disadvantage gap index reduced between 2011 and 2018 - indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller - before remaining at a similar level between 2018 and 2019. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils

National 2022 Attainment at Expected +	disadvantaged	other
<i>reading</i>	<i>62% stable</i>	<i>78% increased to 80%</i>
<i>writing</i>	<i>68% decreased to 55%</i>	<i>83% decreased to 75%</i>
<i>maths</i>	<i>67% decreased to 56%</i>	<i>84% decreased to 78%</i>

School Key Stage 2 data provisional	disadvantaged		other	
	<i>expected</i>	<i>greater depth</i>	<i>expected</i>	<i>greater depth</i>
<i>reading</i>	86%	37%	85%	38%
<i>writing</i>	92%	42%	89%	44%
<i>maths</i>	71%	24%	71%	25%

Reading, writing and mathematics - 2022

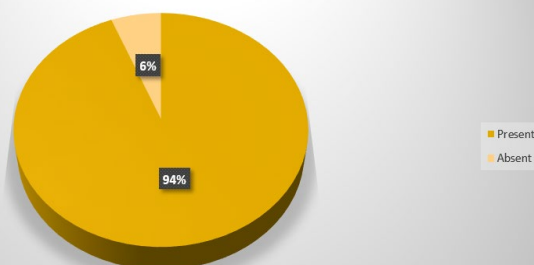
		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (88 pupils)	Sig above national (90 pupils)	N/A	N/A
Writing	2022	Sig above national (88 pupils)	Sig above national (90 pupils)	N/A	N/A
Mathematics	2022	In line with national (87 pupils)	In line with national (89 pupils)	N/A	N/A

2 Hunger: removing a barrier to learning

- The aim of Magic Breakfast is to ensure that no child starts the day too hungry or malnourished to learn. We have worked together with Magic Breakfast to tackle child hunger, and to move towards and maintain the optimum breakfast provision. We have ensured that all children are able to access a healthy breakfast without stigma or barrier. This has meant providing breakfast bags to be taken home, breakfast home deliveries during holiday times and an in-school breakfast club. We also try to close the net on hunger by providing a bagel breakfast on a grab-and-go basis in the playground.
- We have created a school ethos whereby to be hungry holds no shame – children will tell us if they have not had a breakfast and will be looked after accordingly with kindness.
- Children at risk of hunger have been identified and actively targeted to attend in school breakfast provision.
- The Annual Membership Scheme provided the school with a sustainable, low cost, long-term food and support offer to ensure the affordability to continue to feel all the benefits of a high quality, healthy breakfast in school.
- Attendance at breakfast club is good, with up to 60 children attending daily.
- All staff are skilled in recognising hunger and its impact on behaviour and learning; they quickly address need to ensure the best possible learning outcomes for the children.

3 Attendance: the maintenance of good attendance to maximise learning potential

Whole School Attendance Autumn 2021- Summer 22



Attendance by Groups



- Panel meetings for persistent absentees show improved attendance for targeted pupils

4 *Support for learning: creating individualised care for those pupils in need and wellbeing for staff*

- Pupils were supported by Shaheen Shahbady, Learning Mentor, in a targeted manner to support particular children with attendance and learning readiness. This approach has shown significant improvements in learning behaviours for pupils and families that are often difficult to reach. Pupils have demonstrated: improved attention, independence, resilience, confidence, organisation, and wellbeing. These improvements have been noted by parents, who work in collaboration with the Learning Mentor. It is notable that the impact has been particularly successful with boys.
- Staff wellbeing has been prioritised, with the understanding that staff who are coping well with the demands of their work will be in a position to offer the best possible support and care for the children. The staff gain positively from meditation sessions, self-care therapy times and staff activities such as pottery.
- Small group teaching has adopted teaching methodology and pedagogical approaches appropriate to the needs of ability grouped pupils. Pupils have been offered bespoke access to the curriculum according to their learning needs.
- Staff CPD training sessions for teachers and teaching assistants: staff have been trained and then supported to understand the significance of knowing about short and long term memory and the dual coding strategies which support the transference of learning into long term memory, and subsequently the ability to retrieve learning. The CPD for teachers was rooted in evidence-based research, which inspired and motivated to improve effectiveness in the classroom.
- Literacy consultant support for ECTs and RQTs: the support has enabled bespoke pathways for support for teacher development for improvement.

5 *Sport, adventurous activities and healthy living: teaching for healthy, energetic bodies and minds*

- After school sports and fitness clubs are now over-subscribed. The impact has been increased physical activity for more pupils through lessons taught by specialist teachers.
- The 'Go Run' fitness programme has had wider benefits beyond increased access to physical activity – pupils and teachers report that it is a time to make connections with other and to find joy in activity.
- Shadwell Basin Outdoor Activity Centre for Year 6 has provided opportunities for increased physical activity, and encouraged adventurous attitudes and behaviours.
- Gorsefield Rural Studies Centre and PGL centre has offered children time and space for varied activities and opportunities for personal development through challenge and a change in learning environment. The impact has been particular for Year 6 pupils for a sense of belonging to the Year group and in confidence building for transition to secondary school.

6 *Cultural capital: providing an enriching cultural education*

- Pupils received an education enriched by the arts, theatre and design taught by specialist teachers and enriched through experiences such as the Young Shakespeare Company's Macbeth workshops. The children experienced learning beyond the school gates, visiting museums and galleries under the expert guidance of art teachers. Artist in residence, Louise Hildreth added to

the cultural education of the children through growing, observing, drawing and painting. Children expanded their horizons through interaction with residents from a local care home in an inter-generational drama project exploring stories from the past. These experiences impact the children, for example as evidenced by Year 6 writing outcomes inspired by theatre performance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider