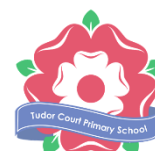


Pupil Premium Strategy Statement

Tudor Court Primary School 2022-2023



This statement details our school's use of Pupil Premium Recovery spend for the 2022 to 2023 academic year. This is allocated to help improve the attainment of our disadvantaged pupils.

It outlines our Recovery 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	Tudor Court Primary
Number of pupils in school	760 inc 53 Nursery
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2033 to 2024-2025
Date this statement was published	October 2021 Review and revised Nov 2022
Date on which it will be reviewed	July 2023 or before if necessary
Statement authorised by	Mr P Kyriacou (HT) Governing Body
Pupil premium lead	Mrs S J Clifton (DHT)
Governor / Trustee lead	Nalini Thiagarajan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120,904
Recovery premium funding allocation this academic year	£ 12, 760
School Led Tutoring Grant	£ 13,932
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20,485
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	£167,672

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Court, this additional recovery funding will be used to support our most vulnerable children and build upon our existing 3 year [pupil premium](#) strategy.

It is our intent at Tudor Court to make every effort to support all of our children including our most vulnerable through a tiered and evidence based approach (EEF - guidance 2019). This includes using quality teaching for all, targeted academic support and the use of wider strategies.

Our ultimate objectives for our disadvantage children include:

- Addressing Speech and language/processing difficulties
- Identifying and closing attainment gaps in English or Maths where the need arises
- Improving the attendance of our PP children
- Ensuring that our Children have positive self- esteem and that barriers that are caused by poor mental health are addressed
- Keeping our children safe

Our current Pupil Premium strategy aims to holistically address the needs of our disadvantage children and details all of our approaches over a 3-year rag rated cycle. We aim to raise the aspirations of our children, support their mental well-being as well as their academic achievement. This plan works to fulfil our objectives by constantly reviewing the needs of children and to measure the impact/evaluate its effectiveness over time in a strategic manner. The Recovery Funding will be used to both supplement this and ensure that our teachers/teaching staff are best equipped to meet their needs through additional CPD focusing on Phonics in EYFS & KS1 and additional targeted support through the use of the National Tutoring programme.

Our key principles of the strategy plan are to ensure that the spending is utilised in the best possible way and impacts directly on the children's academic progress/personal development from their starting points. Timely assessment will be used to inform and supplement our decisions throughout this academic year.

Challenges

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

Challenge Number	Detail of challenge
1	Speech and language/processing difficulties have arisen in KS1 due to the diminishing support capacity from external services and lack of continuous targeted programmes/exercises
2	The gap in maths attainment in KS2 between PP and non PP children in Years 3,4 & 6
3	The gap in reading attainment between PP and non PP Years 2, 4 & 6 and Yr 3 PP phonics.
4	Attendance- The PP attendance rate for the academic year 2021- 2022 was 89.9% for disadvantage children, FSM stood at 90.2% & whole school 96.5% with persistent absence at 24.6%
5	Social and emotional difficulties resulting in low self-esteem, anxiety towards learning and lack of confidence in an individual's ability to do well. This equates to 5.3% of the whole school population with 60% of these being PP.
6	Following an extended period of remote learning and increasing use of mobile devices and apps, ensuring ALL pupils remain safe online.

Intended outcomes

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

Intended outcome	Success criteria
Children with speech and language difficulties will have access to specialist S&L support and an individualised programme to improve their language acquisition enabling them to easily access learning within a classroom and/or social settings.	Speech and language therapist is employed for 1or 2 days a week.
Children's learning is explicit through verbal expression. Oral language activities are matched to our learner's current stage of development and connections are made with the curriculum.	Individual speech and language programmes devised and implemented.
	Training from Speech and language therapist ensures adults model and develop pupil's oral language skills effectively
	Named LSA is upskilled and trained to regularly undertake S&L programme with identified children.
	Early years Chatter bugs intervention will ensure that the children achieve a GLD in communication and language.
	Speech & Language link programme used to accurately assess children's language acquisition and provide a baseline/exit assessment, which identifies measurable outcomes.

Intended outcome	Success criteria
The attendance of the PP children improves and is in line with National Average for PP which pre pandemic was 94.3% with persistent absence at 5.7%	<p>Reduce the number of persistent absentees among pupils eligible for PP < 6%</p> <p>Attendance for the children is in line with National Average for PP. This will be achieved by half termly analysis and further targeted interventions in line /over and above our Attendance policy.</p> <p>Additional targeted support is offered from Family Support Worker and Educational Welfare service.</p> <p>New policy and procedures will be in line with the Government guidance: Link</p>
Children have positive self- esteem and become more confident. They will be able to articulate their feelings in a controlled way and acknowledge problems can be solved.	<p>All pupils supported by the Inclusion team are monitored and tracked offering personalised support where needed.</p> <p>A Learning mentor to provide support, motivation and guidance to help pupils overcome obstacles to their learning.</p> <p>MHST's will support the identification of and address the Mental Health needs.</p> <p>Targeted children are able to retain friendships, confidence and self –esteem and have less low level fall-outs.</p> <p>Assigned SMHL to complete their qualification and ensure a strategic approach to supporting Mental Health.</p>
Children know how to keep safe online and staff have access to up to date CPD in regards to safeguarding and cyber security.	<p>Teachers and parents have access to the National Online Safety materials which are used effectively to keep the school community safe and fully informed.</p> <p>Concerns raised within school regarding children's home exposure to or negative behaviours associated with gaming/social media are reduced (monitored on CPOMS).</p> <p>E-safety Roadshows for Years 5 & 6 to ensure that the most up to date messages regarding this are effectively shared and promoted beyond our curriculum.</p>

Spending for this academic year:

This details how we intend to spend some of our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. These approaches are on conjunction with our 3-year PP Strategy plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,495 (paid in full 2021-22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College CPD hub training (On demand training). CPD is linked to specific Appraisal targets/ school priorities (whether they're in relation to Teaching & Learning or subject specific areas). CPD access offers a personalised approach and is easily accessible to professionals. This will ensure that educational advances can be maintained and quality first teaching enhanced.	<p><i>"Professional Development can be supported remotely. School professionals can gain knowledge and skills through remote PD, ultimately leading to gains in pupil outcomes."</i></p> <p>EEF Rapid Evidence Assessment Paper – Remote Professional Development 2021</p> <p>https://evidenceforlearning.org.au/education-evidence/evidence-reviews/remote-professional-development-rapid-evidence-assessment</p>	2,3 & 4
National Safety Online Association awareness subscription and training for staff, pupils and parents.	<p>Referrals and issues relating to Online Safety are on the increase.</p> <p>The National Online Safety materials can be used to keep the school community safe <i>and</i> fully informed.</p> <p><i>Nationally 1 in 5, 10-15 year olds have a safeguarding concern relating to Online safety. –</i></p> <p>Office National Statistics.</p> <p><i>"Whole school approaches are likely to make teaching more effective than lessons alone. A school whole approach goes beyond teaching to include all aspects of school life, including culture, ethos, environment & partnerships with the family and the community."</i></p> <p>DFE Teaching Online Safety in schools- GOV 2019</p> <p>https://www.gov.uk/government/publications/teaching-online-safety-in-schools</p> <p>Log ins have been issued to parents and work has begun to obtain the National Safety Online accreditation. E-safety incidences have their own toggle on CPOMs and are being monitored monthly by DSLs.</p>	7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Training.</p> <p>Read write Ink training will ensure that there is a systematic approach to the teaching of phonics across the Early Years and KS1.</p>	<p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written’.</p> <p>EEF Toolkit + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Training has been undertaken and PP phonics screening data for 2021-22 shows that 86% of children passed this check.</p>	3

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

Budgeted cost: £105,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language Therapist and additional LSA</p> <p>Speech and Language link programme.</p>	<p>Early KS1 teacher assessments indicate that there is a gap in reading attainment between PP and non-PP children. 70% of these children have a Speech and language deficiency or issues with their language processing skills. Further identification of their needs will begin with using the Speak Link programme.</p> <p><i>“Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children... Overall studies of communication language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.”-</i></p> <p>EEF Toolkit- Communication & language approaches + 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,3

Chatterbugs	<p>Gaps in speech and language are increasing due to gaps in learning and regular socialisation.</p> <p>Evidence in the Foundation Stage has shown that children's language acquisition has improved at least +4 months and has shown an increasing GLD in Language and communication.</p> <p>EEF Toolkit- Early language development + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p>	
National Tutoring programme	<p>Teacher assessment data indicates that there is a gap in attainment for our PP children specifically in maths for our Year 6 cohort whereby 7/12 are currently are at ARE.</p> <p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'.</i></p> <p>EEF T & L Toolkit + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2 & 3
<p>1-2-1 tuition small group tuition for targeted pupils who are not making the expected progress</p> <p>Teacher</p> <p>Learning Mentor</p>	<p>This strategy has been effective in previous years ensuring that PP children make progress with 100% of them achieving ARE in 2018-19 in reading and maths.</p> <p>Those children receiving group tuition will be focusing on the area of reading and maths.</p> <p>In 2021-22 Year 6 PP children achieved 93% in reading. However, Maths still remains a focus.</p> <p>A significant attainment gap has been identified in a current Year 3 cohort therefore an additional teacher has been employed to support with closing this.</p> <p><i>"Evidence shows that small group tuition is effective ...studies suggest that greater feedback, more sustained engagement or work matched to the learners' needs explains this impact."</i></p> <p>EEF + 4 months for small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p><i>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</i></p> <p>EEF + 6 months teaching assistant interventions</p>	2 & 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
<p>Lexia- Reading programme</p> <p>To continue to improve and enhance reading engagement and fluency. The main aims are to improve:</p> <ul style="list-style-type: none"> *Foundational reading skills to develop automaticity and fluency *Listening and reading comprehension with complex text *Academic and domain-specific vocabulary to improve comprehension <p>Reading Eggs</p>	<p><i>"The independent evaluation found that children offered Lexia made the equivalent of 2 additional months' progress in reading...The programme also had a positive effect on skills that are important for further literacy development."</i></p> <p>EEF Toolkit + 2 months</p> <p>After evaluating the impact of this strategy it was found to be negligible. Despite children progressing through the Lexia levels, application of these skills wasn't evident in their classroom practice or assessments. Therefore, we will no longer be subscribing to this programme and have opted to replace it with Reading Eggs.</p> <p><i>"The Panel reviewed more than 100,000 studies. Teachers can learn about and emphasize methods and approaches that have worked well and caused reading improvement for large numbers of children. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension." (Ambruster, Lehr, Osborne, 2000, p.2)</i></p> <p>Reading Eggs incorporates each of the five essential elements (Burns, Griffin & Snow, 1999) into the structure of its lessons. Many of the skills covered align with the phonics, spelling and word study continuum as described by Pinnell & Fountas (2010)</p> <p>https://assets.readingeggs.com/research_reports/reading_eggs_research-fp-b6a3a4ba.pdf</p>	3
<p>Lexexplore</p> <p>This programme will be used to measure eye movements. Eye movements can offer us a valuable insight into the complex cognitive and linguistic processes behind</p>	<p><i>"Lexplore's method is originally based upon data from the Kronoberg project; an entirely unique longitudinal study of reading and writing which began almost 30 years ago at the Karolinska Institute in Stockholm, provider of the Nobel Prize in Medicine and Physiology. As part of the project eye movement recordings were taken for hundreds of children both with and without reading difficulties. Their academic and reading progress was then followed from year 3 to adulthood."</i></p> <p><i>By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in the Swedish municipalities of Järfälla and Trosa, our researchers and founders Gustaf</i></p>	2 & 3

reading and how children's eyes move in relation to the words they are reading. This enable us we can pick up on minor differences in the way children's brains process text allowing us to be-spoke reading interventions.	<i>Öqvist Seimyr and Mattias Nilsson Benfatto were able to show that the statistical models they had developed could accurately predict which students would experience difficulties after as little as 30 seconds of reading. The cumulative results from their work were published in PLoS One (Benfatto et al., 2016).</i>	
<p>Library Assistants.</p> <p>Library Assistants will ensure that our children are being heard to read regularly. Phonics reinforcement and reading miscue will also take place.</p>	<p><i>"Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches may include targeted reading aloud book discussion with young children."</i></p> <p>EEF Oral Language Interventions +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/technical-appendix</p> <p>60% of our readers have scored 3+ months on their reading age, with 26% 4+ months with the highest being up to 13 months in total. The targeted children for this year are being ascertained by the Yarc Reading test, which will replace the Hertfordshire Sentence one. This is to give us an accurate miscue analysis of the children's reading needs.</p>	3
<p>Nessy Programme and dyslexia screener.</p> <p>The Nessy programme will also continue to enhance both reading and maths. Pupils are also able to access both programmes at home.</p>	<p>100% of PP children in KS1 have reached the expected standard in reading, writing and maths and 75% at the end of KS2 in the academic year of 2018-19.</p> <p>This screener has been used to screen 10 PP children and highlighted two children with a significant tendency towards dyslexia, one of which is attending further private screening. Provision plans for these children have been made accordingly.</p>	3
<p>Provision Mapping programme (Edukey).</p> <p>Individualised PP plans will be compiled to assess the children's needs using the Provision Map programme.</p>	This will be used to establish PP funding allocation and track impact of programmes.	1-7

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

Budgeted cost: £62,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance. Family Support Worker. EWS service.	<p>Persistent absence for PP children is not in line with NPP. We will continue to increase our challenge and support families with attendance concerns.</p> <p>Allocated Family Support worker and Educational Welfare Service. Family Support Worker offers early family intervention.</p> <p>EEF Toolkit- Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1</p> <p>4</p>
Counselling	<p>4 referrals were PP children for last academic year. Anecdotal evidence and case studies suggests that the children's social and emotional needs were met.</p>	5
MHST – children / family mental health support	<p>Due to the National Pandemic and the lack social interaction with their peer's mental health concerns have risen. Evidence of this can be seen in the number of referrals to the team and the outcome letters.</p> <p><i>"Social and emotional learning approaches have a positive impact on average 4 months' additional progress."</i></p> <p>EEF Tool kit- Social and Emotional learning + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Hounslow</i> audit tool has been used to ascertain the school priorities to mental Health and well-being across the school. SMHL qualification is also underway using the DfE grant to train a senior Mental Health Lead.</p>	5
MDA training & Playground Pals	<p><i>"Social and emotional learning approaches have a positive impact on average 4 months' additional progress."</i></p> <p>EEF Tool kit- Social and Emotional learning + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Children's voice</i> was gauged and survey results are detailed in the impact summary detailed below.</p>	5
Extra-Curricular Activities	<p>Poor motor skills and inability to pay for extra-curricular clubs can lead to low self – esteem. Past case studies have proven how access to such clubs can improve children's confidence and family dynamics.</p>	5

	<p><i>"Physical activity has important benefits in terms of health, well-being and physical development."</i></p> <p>EEF Toolkit- + 1month Physical Activity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
Uniform/PE Kit	Children's self-esteem is enhanced and sense of belonging. Low income families are supported by the purchase of uniform where the need arises.	5
PGL & subsidised visits Children have access to team building and experiences outside the classroom setting that they wouldn't normally have the opportunities	Anecdotal evidence from the PP and NPP children suggest that such educational visits impact in the classroom by enhancing children's self-esteem, confidence and team building skills.	5
Enrichment visits	There has been a lack of cultural experiences and appreciation due to pandemic and financial implications for families.	5

Total budgeted cost: £ 167,672

Externally provided programmes

Programme	Provider
National Tutoring Programme	Third Space

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome 2021-22

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics checks results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our internal and external assessments during 2021/22 indicate that our strategy has had some demonstrable impact during its first year of implementation. The strategy and its actions have been revised in the light of the analysis of these outcomes and are outlined in the document sections above.

Outcomes for our Reception children show that 76% of children achieved GLD with 2/3 of our disadvantage children achieving this standard. These outcomes compare favourably with National benchmarks, however, work on early language acquisition and phonic support will remain to maintain these results and the level of support that is required.

Our Year 1 phonics check outcomes show good outcomes with 86% of children passing, with our disadvantage children also achieving inline with this (0.3% difference).

The impact of our strategy for the end of Key Stage 1 data is less clear. Due to the Pandemic a lot of work is required for this group of pupils to ensure that their learning outcomes are in line with their peers. Extra support has been commissioned for Year 3 to accelerate this difference. This includes the employment of an additional teacher so that their learning outcomes can be targeted.

Data from our tests and assessments suggest that our Year 6 PP children were above /in line with both school and national data trends in reading and writing. 93% achieved the expected standard in reading and 71% in writing. However, despite some strong individual performance our PP Maths attainment was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated in the timeframe of a year. This includes the Third space 1:1 tuition programme.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. However, our school trend is that this gap is closing between our PP (non- SEND) children and non PP children especially in the cohorts 1 and 4. Our focus for small group tuition will continue target those year groups where the attainment gap is significantly wider. A Learning Mentor has also been employed who will work closely with our most disadvantage families to identify and address barriers to learning for our families.

Absence among disadvantaged pupils was 0.3 % higher than their peers in 2021/22 and the whole school persistent absence was 24.6%. We recognise that persistent absence is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan, Our Family Support Worker and DHT for Inclusion, continually monitor PP attendance and carry out home visits where necessary to ensure the safety and well-being of our families remains paramount. Referrals were continued to be made to the Education Welfare Service where applicable to ensure that persistent absence is addressed in the cases. However, this service ceased temporarily in January -June 2022. We have also revised our procedures and attendance policy in line with the implementation of the DFE's new 'Working together to improve school attendance', which has been in place from September 2022. This guidance features new statutory responsibilities for schools, MATS and local authorities which must be in place by September 2023. We are continually reviewing our attendance and punctuality strategy half termly to ensure that it continues to meet the needs of our children and the community.

Cohort	Attendance % 2021- 2022
All	92.7
Pupil Premium	89.9%
FSM	90.2%
Current Attendance is being re-drafted and in line with the changes detailed in 'Working together to Improve school attendance' – Gov published May 2022. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	

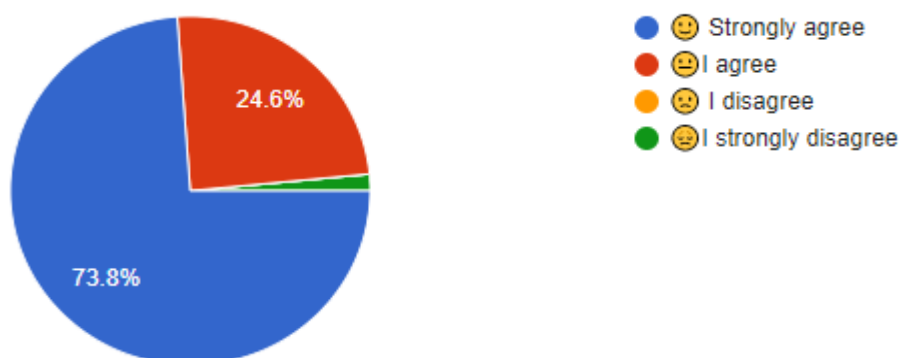
Our observations and assessments demonstrated that pupil behaviour on the whole was good last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. Additionally, we suspect that external pressures such as the current 'cost of living crisis' will have a profound impact on the wellbeing of our families in the near future. Therefore, individual family referrals to the Mental Health Support team will continue to be made to address this on-going need alongside targeted workshops on stigma, self-esteem and transition for the Year groups effected. Training for staff on Trauma informed approaches as well as emotional regulation techniques have also been planned for in conjunction with the Thurrock Well-being service. Plans are also in place to support those who are in need with support from the local Church's; food bank and our own regifting event.

Additional, support that took place last year to address emotional well-being included a workshop from the 'Drama In Mind' company, involving our Year 4 PP children. An Individual impact report is available which details a running commentary of the children's individual involvement and progress. The topics covered were; Anger, fear, Shame, Envy, Jealousy and Gratitude. Personal well -being was measured throughout with a total of 60. On average the children scored 42. 100% of children interacted well and were able to answer questions on how best to manage their emotions in a range of scenarios designed to build their resilience.

An impact survey was also undertaken with our children that illustrates the positive impact the 'Positive Playground' training had and how our children are enjoying their lunch time experience.

Impact summary of 'Positive Playground' training: Children's views

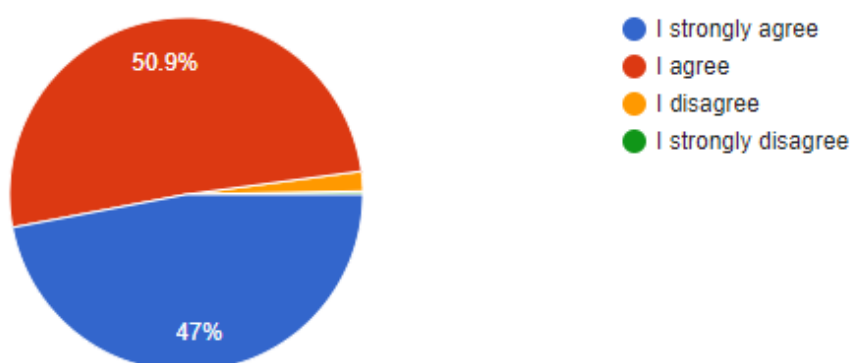
KS1-



I enjoy playtimes

334 responses

KS2



In total there were 100 responses in KS1 and 334 responses in KS2. 98.4% of KS1 children who were surveyed, either 'strongly agreed' or 'agreed' to the statement that they enjoyed lunch times. In KS2, this figure was in line with this, also at 98%. On average, 93% thought that there was also a lot of activities to choose from. However, they felt that improvements could be made by opening up the Trim trail and offering a wider variety of quieter activities such as colouring and reading on a regular basis. This has now been put in place.

On the whole children feel safe on the playground with an average between the Key stages being 97% and feel that they are supervised well. Where children felt unsafe, was when football was located on the playground. The Playground leaders have attempted to address this by implementing a Rota system, strengthening playground zones and designating part of the field to organised games. 97% children have noticed a positive change at lunch times and feel included. Work will continue to strengthen lunch time provision this academic year.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. This is being led by our Deputy Head for Inclusion – Mrs S. Clifton.
- Offering a wide range of high-quality workshops to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This will be run in support from external agencies such as our affiliated Mental Health Support Team and the Thurrock Well-being service.