

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oasis Academy Limeside
Number of pupils in school	452 including Nursery and 2 year old unit
Proportion (%) of pupil premium eligible pupils	224 eligible = 49.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Kathy Maskell
Pupil premium lead	Samantha Ryan
Governor / Trustee lead	Helen Arya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,790 222 PP pupils = £1385 x 222 = £307,470 2 CLA pupils = 2 x £2410 = £4820 1 Previous CLA = £2410
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 314, 790

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Limeside we believe that **all** our children SHINE with possibility. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points.

At Oasis Academy Limeside we implement a tiered approach to investing our pupil premium entitlement and this consists of balanced approaches to improving teaching, targeted academic support and wider strategies, which are heavily based on the research carried out by the EEF (Education Endowment Fund). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Through this approach our aim is that all children should become learners for life, who love learning and understand how they learn, through a broad and relevant curriculum. We aspire to develop caring, responsible citizens of the future, who have a sense of worth and aspiration, based on a wide range of personal achievements.

Our pupil premium strategy is also fundamental to the wider academy plans for education recovery, particularly in our targeted support through the National Tutoring Programme for pupils whose education has been disproportionately impacted by the effects of the pandemic, including non-disadvantaged pupils.

To ensure that our pupil premium children receive support to enable them to thrive we will:

- support them to improve attendance, increase their aspirations, provide experiences to build cultural capital and promote their emotional health.
- intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of all pupils.
- build onto successful practices to ensure sustained impact

Challenges

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

Challenge number	Detail of challenge
1	<p>Lack of experiences and cultural capital impacts on understanding across the curriculum</p> <p>Pupils at the academy have low cultural capital which is demonstrated through their learning, discussions and observations. Our disadvantaged pupils underperform due to the barriers this presents. For example:</p> <ul style="list-style-type: none"> • Difficulties relating to texts, historical/geographical topics etc. • Difficulties in making links in their learning due to limited life experiences

2	<p>High levels of social and emotional and well-being needs</p> <p>70% of our vulnerable pupils are eligible for pupil premium. Due to the needs of our families, there are a great number of pupils and in fact their parents, that struggle with SEMH. We have a high percentage of pupils and families receiving targeted support from outside agencies such as Early Help, CAMHS and Tog Mind.</p>
3	<p>Lower than average attendance levels</p> <p>Attendance data from the last academic year shows that disadvantaged pupil's attendance is 5% lower than their peers. We had 1 LAC child last academic year whose attendance was 100%. We regularly monitor attendance using SOL attendance tracker and meet with parents of those children who follow below school target.</p>
4	<p>Wide gaps in learning due to Covid lockdowns disparity between children who attended school and levels of parental support during lockdown</p> <p>Although school provided devices to support pupils learning during the pandemic, parents struggled to support their children with their learning due to their own academic levels and in some cases, a lack of willingness to engage. This has resulted in significant knowledge gaps leading pupils to fall further behind and the gap widening.</p>
5	<p>Low levels of literacy and experience of early reading experiences</p> <p>Pupils enter the academy with low vocabulary acquisition and poor speech. Few life experiences, particularly because of Covid. Many of our pupils are from third generation unemployed and parental capacity to support with literacy and early reading is limited.</p>

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
<p>The in-school attainment gap in Reading, Writing and Mathematics will narrow between PP and non-pp children.</p>	<p>All children to have access to high-quality teaching.</p> <p>Subject deep dives, regular learning walks and book looks show effective scaffolding for lowest 20% of pupils in all lessons and that more able pupils are given the opportunity to master their learning.</p> <p>All children including those with additional needs make good progress from their starting points – data on target tracker to show 1 step increment achieved each half term.</p> <p>Targeted intervention – teach gaps, and plan next steps. Regular reviews to assess impact.</p>

<p>To improve and sustain the improvement of attendance across the Academy, with a particular focus on disadvantaged and LAC pupils.</p>	<p>Attendance is at least 96%</p> <p>Attendance lead using SOL tracker to track attendance</p> <p>Monitor and act on persistent absence</p> <p>Attendance gap between non-disadvantaged is reduced</p> <p>Children receive welfare and emotional/social development support</p>
<p>The narrow the cultural capital gap and provide pupils with a wide range of enrichment opportunities to deepen knowledge and raise aspirations</p>	<p>Oasis Academy Limeside promise in place.</p> <p>Range of extra-curricular clubs</p> <p>Enrichment opportunities mapped out across the curriculum.</p> <p>Ethos and celebration assemblies in place weekly</p> <p>Curriculum teaches children about their community, city and the wider world.</p> <p>Children in KS2 receive expert music teaching</p>
<p>Children develop as resilient, confident learners and caring citizens</p>	<p>Children able to access wellbeing, emotional support</p> <p>PSHE/SRE curriculum in place</p> <p>PLTS (Personal, Learning and Thinking skills in place across the academy.</p> <p>Celebration and Ethos assemblies happen weekly.</p> <p>EYFS characteristics of effective learners/ self-regulation feed into development of PLTS</p> <p>Leuven scales used to measure well-being</p> <p>Mental Health lead in place</p> <p>Pupil Well-Being Champions in place</p> <p>Learning Mentor in place to support SEMH and behaviour</p>
<p>Early identification of children with speech and language difficulties and support in place to reduce their barriers to learning. Develop vocabulary acquisition for all pupils.</p>	<p>SALT interventions start in Little Wizards (2-year-old unit) – access WellComm.</p> <p>Nursery and Reception pupils to be assessed and access Blast or WellComm to support speech development.</p> <p>In-Print in use across the academy to support understanding.</p> <p>Speak Well in use across the academy and pupils encouraged to speak withing</p>

	<p>full sentences and use sentence stems for support.</p> <p>Tier 2 and Tier 3 vocabulary is a focus in lessons.</p> <p>SALT therapist working at the academy fortnightly.</p> <p>Referrals made to SALT – in school, NHS SALT service and CLA Virtual School SALT.</p>
<p>Ensure all children leave KS1 age related in reading unless they have an identified area of need.</p>	<p>Reading and phonics leads in place.</p> <p>Reading National Lead Practitioner support.</p> <p>Reading recovery teachers in place at the academy.</p> <p>Staff to be BRP trained</p> <p>Guided reading training for all staff</p> <p>Fisher Family Trust training to take place and sessions to begin.</p> <p>Phonics training and regular phonics support from phonics leads.</p> <p>High quality texts in place across the academy to be used in whole class read aloud and guided read sessions.</p> <p>Phonetically decodable books purchased and in use.</p>

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: £21,078.27

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
<p>Whole school quality first teaching CPD based around task design, science of learning, EEF research publications, ACEs</p>	<ul style="list-style-type: none"> School has significant number of ECF teachers and new staff due to growth EEF research into QFT Sutton Trust has shown that good teachers have the most direct impact on 	<p>All</p>	<ul style="list-style-type: none"> High-quality teaching evidenced in all classrooms Learning walks, deep dives and book looks show implementation and understanding of pedagogy introduced. Impact of CPD on learning evident from 	<p>2 x days of Write Stuff = £600</p> <p>Leadership time for Curriculum Lead and Subject Leaders</p>

	<p>student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support Science of learning</p>		<p>progress of pupils – pupil progress meetings, professional development meetings, assessment data points over the academic year</p>	
<p>Ensure a broad, quality curriculum for all, including appropriate use of iPad technology</p>	<ul style="list-style-type: none"> Curriculum is continuously being reviewed and new schemes for learning introduced. iPads available and used more effectively in some classes Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. 	<p>1, 3 & 4</p>	<ul style="list-style-type: none"> Horizons project in place Learning walks, pupil voice show the effective use of iPads in lessons to enhance teaching and learning. Curriculum mapping takes into account protected characteristics, personal development opportunities and British Values to enhance cultural capital. 	<p>Leadership time for Curriculum Lead and Subject Leaders</p>
<p>Instructional Coaching in place for all teachers. Focus: PLTS, QFT and use of metacognition and self-regulation.</p>	<ul style="list-style-type: none"> The Sutton Trust states that “the difference between an effective teacher and a poorly performing teacher is large” and that “with an effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher”. Fellow (2019) states that “in terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD Use of Powerful Action Steps across Oasis Community Learning shows an improvement of teaching and learning. EEF toolkit puts the impact of self-regulation and metacognition as +7months and is especially beneficial for disadvantaged children 	<p>All</p>	<ul style="list-style-type: none"> All staff are signed up to Powerful Action Steps High-Quality teaching evidenced in all classrooms. Internal data will show children making good progress from their start points in reading, writing and maths The trajectory of achievement for PP children will maintain in line with non-PP children throughout the school so that outcomes at each assessment point are in line with their peers 	<p>Leadership time for Curriculum/Phase Lead and Subject Leaders</p>
<p>Reading & phonics training mapped out across the</p>	<ul style="list-style-type: none"> EEF teaching of reading comprehension 	<p>4 & 5</p>	<ul style="list-style-type: none"> High-Quality phonics teaching across EYFS and KS1 	<p>£3000 on phonetically decodable book</p>

<p>academic year and the purchase of online reading programme & phonetically decodable books</p>	<p>strategies + 6 months (very high impact) and phonics as high impact + 5 months</p> <ul style="list-style-type: none"> • The EEF (The Education Endowment Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research. • The Sutton Trust report by John Jerrim highlights the gap in achievement in Reading between high achieving boys from disadvantaged backgrounds and their wealthier peers. • Standards in Reading across the school are below National. There are gaps in children's learning due to isolation and bubble closures. • ALT have identified Early Reading as the highest leverage action to make the biggest difference in the attainment and progress of disadvantaged children across the curriculum. 		<ul style="list-style-type: none"> • All children in EYFS and KS1 leave their year groups reading at the expected level unless a need is identified. • Regular assessments show all disadvantaged children make good progress from their starting points. 	<p>EY2P phonics training - £150</p> <p>Accelerated Reader, STAR reader and MyOn: £4344</p> <p>Reading and Phonics support from Reading recovery teacher/Reading NLP: 1 day per week x 39 weeks: £12,984.27 with on costs</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,777.73

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
Reading recovery programme	Designed to narrow the gap of the lowest/ most at risk 6-year-old children. Studies have shown that it impacts on future achievement over 10 years.	4, 5	<ul style="list-style-type: none"> • Y1: Expected progress – discontinue at book band orange, reading recovery level 15 and book band turquoise and RR level 	<p>Average cost £2500 per child -</p> <p>Reading recovery teacher with on</p>

			<p>18. In line with National expectation for Year 1.</p> <ul style="list-style-type: none"> Y2: Expected progress – between purple band, RR level 20 and gold band, RR level 22 	<p>costs: £57,358.00</p>
BRP, FFT reading interventions TA / apprentice-led	Teaching assistant and small group tuition moderate impact.	4, 5	<ul style="list-style-type: none"> Measured against reading recovery level/reading bands. 10 week programme and can be started at any point in the year and so progress against reading bands may vary at the different points over the year. Closing the gap to access learning within the classroom Reading tracked at OAL against reading tracker. 	TA interventions
Additional short focussed catch-up interventions to plug gaps/ pre-teaching TA led and planned by maths leader including mastering number programme	Children have gaps in knowledge resulting from Covid, and lack fluency in key number facts such as tables and number bonds.	4, 5	<ul style="list-style-type: none"> Learning walks, book looks, deep dives show progress in pupils acquisition of key facts Summative assessments show improvements in number of marks obtained/scaled score progress Weekly assessment by maths lead of intervention impact. 	<p>Maths National Lead Practitioner intervention x 1 day per week x 39 wks: £12,642 with on cost</p> <p>Maths lead teacher guided lessons 1 x 1hr, 5 days per week for 7 weeks: £2,277.73 with on cost</p>
Early language programmes: Welcomm, Blast, Speech and Language specialist employed 1 day a fortnight	<p>EEF rates oral language interventions as very high impact +6 months</p> <p>Children have low language acquisition on entry and poor social interactions.</p>	4, 5		SALT specialist: £4500
Engage with the National Tutoring Programme to provide small group sessions targeting gaps in children's learning to accelerate progress with a focus on basic skills.	<p>The EEF states that small group tuition has a very high impact for very low cost based on extensive evidence.</p> <p>Data across school highlights target children who require some additional tutoring to enable them to make accelerated progress.</p>	4, 5	<p>Children make accelerated progress and the gap between peers narrows. Formative and summative data show progress from start point.</p> <p>Pupils attend each session and participate in learning – Tutor evaluates impact</p>	<p>National Tutoring programme £30 per hour – funded by DfE.</p> <p>Staff completing tuition: SENDCO Teacher: pay scale: MS6</p>

				Teacher: MS1 Unqualified teacher
Engage with the 'Making it REAL' project to narrow the gap between Early Years disadvantaged pupils and their peers in CLL	Children entering school have very low levels of language and early literacy experiences. Longitudinal studies show REAL increases children's academic outcomes. Increases parental engagement and confidence in learning from very early age. EEF rates parental engagement as + 4months	2, 3, 4, 5	<ul style="list-style-type: none"> EYFS data shows pupils making accelerated progress in communication, language and literacy from nursery baseline to the end of reception in the EYFS (Early Years Foundation Stage) Increasing number of parents/carers engaging with the project – attendance and participation with the project – range of evidence e.g. photos, learning, training notes etc. 	Funded

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

Budgeted cost: £44,654.04

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
Robust attendance procedures in place to track and improve that attendance of disadvantaged pupils	In house data shows that attendance of PP pupils is lower than their peers. Attendance is an area of priority, particularly persistent absence.	3	<ul style="list-style-type: none"> SOL attendance tracker shows that attendance of PP pupils is inline or better than peers and National attendance. Evidence of meetings, support, reward systems etc in place for students and families 	Attendance lead: 2 hours per day £7,683 with on costs Attendance rewards: £500 Attendance challenge prize cost: approx. £1200 Half term attendance class reward: £300
Wellbeing Champions in place Mental Health lead in place Training of mental health first aiders	High number of children experience ACES, which impact significantly on wellbeing Leuven scales on entry to Rec show about 80% have additional social and	2	<ul style="list-style-type: none"> Teachers able to identify SEMH needs of pupils and seek advice from lead professionals within the academy & implement strategies Staff referring pupils to in-house support 	Learning Mentor: £34,971.04 with on costs

<p>TA trained in Place to Be and run sessions with pupils</p> <p>Learning Mentor from Spring Term to support chn with resilience, confidence, friendships, self-esteem and regulation.</p> <p>Speak Up QR code posters implemented across the Academy.</p>	<p>engagement development needs.</p>		<ul style="list-style-type: none"> • Evidence of pupils attending sessions with relevant staff to support wellbeing – lead teachers keep attendance records and evaluate impact • Reduction in the number of pupils in crisis – weekly behaviour analysis • Pupils able to access learning in class regularly due to SEMH interventions impacting on barriers to learning – learning in books, participation in lessons. 	
<p>Increase breadth of curriculum and extra curricula experiences</p> <p>Music teaching KS2</p> <p>Clubs</p> <p>Contributions to trips and visitors</p> <p>Contribution to residential trip</p> <p>Consult with pupils about clubs, monitor attendance to ensure PP children have opportunities to attend.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>All</p>	<ul style="list-style-type: none"> • Increased number of pupil premium children attending extra-curricular clubs • Trips and visitors to increase as Covid-19 restrictions are reduced. • Year 5 pupils to attend Robinwood in Spring Term and monitor how many PP pupils attend. • Curriculum map to show breadth of subjects and topics covered including: <ul style="list-style-type: none"> ○ British Values ○ Safeguarding ○ Protected Characteristics ○ SRE 	<p>No cost</p> <p>Contributions to support families of PP pupils available if needed so they are able to attend trips, visits and residential.</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

** Due to COVID-19, academic performance was not measured last year.

Priority 1: All pupils make very good progress from starting points				
Impact:				
EYFS				
% of pupils achieving GLD: 28/48 = 54%				
	Achieved GLD			
PP pupils	31%			
Non-PP Pupils	23%			
	+ 8%			
EYFS PP data: No. of PP pupils = 29				
	Achieved GLD			
PP pupils	16/29 pupils = 55%			
EYFS non-PP data: No. of non PP pupils: 23				
	Achieved GLD			
PP pupils	12/23 pupils = 52%			
Year 2 – 59 pupils				
% of pupils achieving expected standard+:				
	Reading	Writing	Maths	Combined
PP pupils	24 – 41%	13 – 22%	15 – 25%	12 – 20%
Non-PP Pupils	21 – 36%	13 – 22%	15 – 25%	12 – 20%
	+5%	-	-	-
Year 2 PP data: No. of PP pupils: 36 pupils				
	Reading	Writing	Maths	Combined
PP pupils	24 – 67%	13 – 36%	15 – 42%	12 - 31%
Year 2 Non-PP data. No. of non-PP pupils: 23 pupils				
	Reading	Writing	Maths	Combined
Non-PP pupils	21 – 91%	13 – 57%	15 – 65%	12 – 52%

Year 6 – 27 pupils

% of pupils achieving expected standard+:

	Reading	Writing	Maths	Combined
PP pupils	14 - 52%	14 - 52%	12 - 44%	12 - 44%
Non-PP Pupils	11 - 41%	10 - 37%	10 - 37%	10 - 37%
	+11%	+15%	+7%	+7%

Year 6 PP data: No. of PP pupils: 16

	Reading	Writing	Maths	Combined
PP pupils	14 - 88%	14 - 88%	12 - 75%	12 - 75%

Year 6 PP data: No. of non-PP pupils: 11

	Reading	Writing	Maths	Combined
PP pupils	11 - 100%	10 - 91%	10 - 91%	10 - 91%

Priority 2

More PP pupils achieve greater depth

Impact:

Year 2 – 59 pupils

% of pupils achieving GDS:

	Reading	Writing	Maths	Combined
PP pupils	9 - 15%	2 - 3%	3 - 5%	2 - 3%
Non-PP Pupils	9 - 15%	1 - 2%	3 - 5%	1 - 2%
	=	+1%	=	+1%

Year 2 PP data: No. of PP pupils: 36

	Reading	Writing	Maths	Combined
PP pupils	9 - 25%	2 - 6%	3 - 8%	2 - 6%

Year 2 Non-PP data: No. of Non-PP pupils: 23

	Reading	Writing	Maths	Combined
PP pupils	9 - 39%	1 - 4%	3 - 13%	1 - 4%

Year 6 – 27 pupils

% of pupils achieving GDS:

	Reading	Writing	Maths	Combined
PP pupils	2 - 7%	2 - 7%	2 - 7%	2 - 7%
Non-PP Pupils	6 - 22%	3 - 11%	4 - 15%	3 - 11%
	-15%	-4%	-8%	-4%

Year 6 PP data: No. of PP pupils: 16

	Reading	Writing	Maths	Combined
PP pupils	2 – 13%	2 – 13%	2 – 13%	2 – 13%

Year 6 PP data: No. of non-PP pupils: 11

	Reading	Writing	Maths	Combined
PP pupils	6 – 55%	3 – 27%	4 – 36%	3 – 27%

Priority 1 & 2 Summary and Impact

The Covid-19 pandemic has had a significant impact on teaching and learning, and therefore the academic progress of our pupils. Although there were successes to celebrate with the increasing engagement with remote learning, high quality teaching and learning and pastoral support there were still disruptions to education due to continuing bubble closures. This meant there were gaps in books, assessments and learning made it challenging to triangulate evidence accurately. Despite this disruption, our internal assessment and monitoring shows that PP pupils are inline or performing slightly better than non-PP pupils in Year 2. The year 6 data shows that at the expected standard, our year 6 pupils PP pupils are performing well when looking at whole class data. However, when looking at the percentage of pupil premium pupils only, there is still work to be done. The dedication of staff to ensure that high quality learning was available either in the academy or at home, the implementation of the horizons project and the number of vulnerable pupils (high proportion PP) who attended the academy contributed the closing of the gap. It is important that this academic year we continue to ensure there is a focus on accelerated progress for disadvantaged pupils in R,W & M in both key stage 1 and 2. We need to ensure that a full curriculum offer is available and that we ensure that we continue with a clear plan for a recovery curriculum to ensure all pupils reach their full potential.

EYFS were part of the Early Adopter Programme for the new EYFS curriculum. Our Academy data shows that more PP pupils achieved GLD than non-PP pupils. The focus of the new curriculum is ensuring high quality interactions between staff and pupils. Staff fully immersing themselves in the areas, modelling, observing and capturing the WOW moments, meant that staff had a secure understanding of the pupils and could target misconceptions quickly, address gaps in learning and provide stretch where needed.

Continuing staff CPD, with a focus around pedagogical approaches, meant that staff were equipped with knowledge and skills to support a blended learning approach. Staff observed each other during remote learning to further enhance their own practise and impact the learning of all pupils. This academic year it is important to continue CPD as we become more IT literate and embed further the use of technology in the classroom.

Priority 3: Improve the attendance of disadvantaged pupils so that is inline or better than Academy expectations (96.5%)

SOL attendance tracker data Summer 2

LAC attendance: 100%

Cumulative Weekly Sub Group Analysis					
					Gap
11/06/2021	92.53	189	95.71	186	3.18
18/06/2021	92.39	190	95.71	186	3.32
25/06/2021	92.45	190	95.62	186	3.17
02/07/2021	92.28	190	95.57	186	3.29
09/07/2021	92.10	190	95.52	186	3.42
16/07/2021	91.47	190	95.08	186	3.61
End of Term 6 - 23/07/2020	91.10	190	94.79	186	3.69

Summary and Impact:

Despite the impact of Covid-19 on attendance, the gap between PP and non-PP pupils is beginning to narrow.

The implementation of more robust attendance systems: escalation policy, tracking and analysing attendance, attendance meetings with parents.

It is important this academic year to ensure that the systems in place continue. Teachers to speak regularly to parents of pupils with falling attendance. Look at implementing further reward systems to further improve attendance across the academy and raise the profile of attendance. The aim is to get all pupil groups to meet academy target/in line with National, with a particular focus on disadvantaged pupils.

Children experience enrichment opportunities to deepen knowledge and raise aspirations

Summary and impact:

The implementation of the Oasis Academy Limeside Pledge has had some impact on pupils' enrichment opportunities, with teachers looking at what experiences they can provide pupils within the academy. For example: due to Covid-19 restrictions Year 1 could not visit the seaside to enhance and deepen knowledge through real life experience. Therefore, the teachers arranged to have a very significant amount of sand delivered to the academy and put in the outdoor classroom. They purchased beach toys and a large paddling pool to recreate a similar experience for those pupils who have never put their feet in the sand.

KS2 pupils continued to have Music instruction from a specialist teacher socially distanced in the hall.

EYFS pupils and their families continued with the REAL project in summer term.

Due to the impact of Covid-19 we were unable to continue with a wide variety of extra-curricular clubs, trips and visitors to the academy. It is a priority for this academic year to ensure that these opportunities are available for all pupils and ensure the attendance of disadvantaged pupils.

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
Accelerated reader	Renaissance learning
Powermaths	Pearson

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.