



BLISWORTH COMMUNITY
PRIMARY SCHOOL

Pupil Premium Report 2021 – 2024

Updated Dec 2022

Currently under review and in new publication Sept 2024

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	Blisworth Community Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	12/154 funding base (now 19/165)
Academic year/years that our current pupil premium strategy plan covers	2021- 2022 financial summary for information 2022 – 2024 strategy and objectives
Date this statement was published	December 21
Date on which it will be reviewed	December 22 (complete) By Dec 2023 and as required
Statement authorised by	Leah Jenkins
Pupil premium lead	Leah Jenkins supported by SLT.
Governor / Trustee lead	June Hawkins/ Sue Cox

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2021 - 2022	£18,140
Recovery premium funding allocation this academic year	£2,000 - to be spent once the winter absence risk has subsided on reading catch up in Years 1 – 3 of those pupils significantly behind peers.
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	£20,140
Detail	Amount
Pupil premium funding allocation the academic year 2022-2023	£31,135
Recovery premium funding allocation this academic year	None
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	£31,135

Part A: Pupil premium strategy plan

Statement of intent

Our school is a community school where every individual child is known and encouraged to flourish with a commitment from staff to support our children to know their strengths and are ambitious in working achieve their areas for development. We recognise that disadvantaged pupils require a more detailed and bespoke staff knowledge of them and set out to accelerate opportunities and outcomes for all of these pupils from any given starting point. We are fully inclusive whilst striving to personalise how we meet all our vulnerable pupil's needs.

We ensure that pupil premium children have access to -

- high-quality wave one teaching and curriculums with personalised support to enable them to 'be the best they can be.'
- pupil premium children form an inclusive part of our provision mapping across our school.
- are prioritised for catch up interventions beyond the funding allocations.
- are prioritised for a school place in the event of a national closure or a laptop/ tablet and additional support.

We are ambitious for all our pupils including pupil premium children and –

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure all pupils are able to read fluently and recognise the importance for this in accessing the whole curriculum
- Work to remove any barriers recognised for each child as an individual
- Provide a range of opportunities beyond the core curriculum so that they experience the same breadth of school life as their peers

We recognise the impact on disadvantaged pupils from the pandemic

Further, the pandemic has increased lost learning to disadvantage pupils globally and whilst disasters are indiscriminate, academic research demonstrates that the loss for these pupils is significantly greater. During the pandemic our pupil premium lead undertook Masters level research into the impact of the pandemic on education for all pupils and specifically disadvantaged. She also examined recovery curriculums and understanding from disasters that interrupted learning globally to design the return to school in September 2020. There is a majority consensus amongst the media, the Government, research groups and the teaching profession that pupils' learning has been severely impacted (EEF,2020a; NEU2020a; Roberts,2020). The shared view is that disadvantaged children are seeing an increase in the void of the achievement gap, with some estimates predicting anything between a 10% and 75% differential (EEF,2020a). Combining and building upon this information, DELVE note that the exact amount of learning lost is unknown and that those from low socio-economic families are extremely likely to have lost the most (DELVE,2020). Whilst many disasters are considered indiscriminate, once the initial event has taken place, less affluent people are likely to suffer the long-term impact much more greatly (Fothergill&Peek,2003). It is also known that any disaster that interrupts learning serves to create a greater divide still for disadvantaged pupils as compared to their peers (Stuart et al,.2013).

We also recognise that the quality of the whole curriculum, teaching pedagogy and assessment for all following the pandemic needs to be high quality. Catch up programmes alone are unlikely to close the gap (EEF,2020a). Following academic research into disasters, our curriculum was adapted last year to ensure that the children returned effectively, and wellbeing needs were met. We are fully committed to a broad and balanced curriculum and all staff are trained in targeting pupil premium children to accelerate their learning in lessons. School research and learning walks demonstrate that this is effectively embedded into our school culture.

The quality of the whole curriculum and broad experiences, therefore, is a vital part of pupils, including disadvantaged, being successful following the pandemic and our staff are fully committed to this. (EFF 2020b, Arts/ PE; Steiner teachings).

Review of the previous pupil premium strategy and new strategy implemented

The current plan was written by the previous Headteacher (2018- 2020) and during the first year of the current headteacher's leadership (2020- 2021), the effectiveness of the plan was reviewed and a revised approach taken during 2020 – 2021 to improve outcomes and impact upon pupil premium children. This has been evaluated as effective and therefore confirmed the scope for our three year plan.

Challenges

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

Challenge number	Detail of challenge
1 SEND	Significant number of pupil premium children also have SEND needs. Adding a second vulnerability means that this is a priority area for school. (Evidence that under new leadership their progress has accelerated when pupils are in school).
2 Attendance of a minority	Attendance rates for pupil premium are strong, however a very small minority of pupils eligible for pp are below the target for all children. This has an impact on their school hours and causes them to be at risk of falling behind their peers. (analysis has considered where this could have been related to Covid and considered reported reasons).
3 Impact on early reading and those still developing reading fluency.	Overall impact of Covid on PP pupils has widened the attainment gap. Pupil premium children as per challenge 3 require further support for reading and phonics following the pandemic in order to ensure that they meet their targets.
4 Impact on achievement	More pupils have become pupil premium following the pandemic and wider impact has been seen on their academic (and wellbeing) needs. Overall impact of Covid on PP pupils has widened the attainment gap and slowed some of the pp children's progress.

<p>5 Impact on key skills on entry to school/ following loss of EYFS time.</p>	<p>Teacher observations of pupils demonstrate that some key skills required to support effective learning in younger pupils are less advanced following the pandemic interruption. Initial assessment of pupils upon entry demonstrated that they have entered school below the normal expectation for similar pp pupils at our school previously. With particular regard to:</p> <ul style="list-style-type: none"> - Language, social and emotional development upon entry to Reception - Speech and language skills are not as advanced - Fine motor control and muscle strength - Handwriting – muscle strength and resilience to write for sustained periods reduced. - Challenges replicated in Year One where pupils missed a significant part of their EYFS year impacting on disadvantaged pupils.
<p>6 Impact of the pandemic on wellbeing</p>	<p>Teacher observation, pupil and parent voice indicate reduced wellbeing and mental health of disadvantaged pupils as a result of the pandemic and wider impact of loss of opportunities exacerbated during to further income loss as well as existing financial limitations for these pupils.</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.

2021 – 2024

Intended outcome	Success criteria
<p>Ensuring that pupil premium pupils gain the most opportunities that they can during high quality, wave one provision leading to high outcomes with additional regard to those entering school and year one who have missed key early years provision.</p>	<p>Measured by: Assessment of pupils shows effective progress within sessions and over time with core skills embedded leading to effective progress (data targets below).</p>

	<p>The 100% of pupils are receiving targeted teaching during every core session</p> <p>Books show improving progress week on week and misconceptions effectively addressed</p> <p>Pupils are at least on track to achieve their ambitious targets</p> <p>Pupils at risk of not meeting their targets receive further interventions.</p> <p>Achieved by: Increasing the number of teaching assistants to provide ongoing feedback and development during session including main input; CPD for teachers and TAs for targeted teaching pedagogy; pupil progress meetings to regularly review progress and further enhance personalised approaches.</p>
<p>To ensure that pupil premium children who also have Send have a fully personalised approach to support their learning progress.</p>	<p>Measured by:</p> <p>100% of pp with Send are supported from a fully inclusive, bespoke provision map to meet their needs and enhance academic and personal development. Plans work to redress any impact from the pandemic so that pupils are fully able to learn and have good well-being.</p> <p>Achieved by: Led and monitored by Senco to ensure all Send pp pupils receive a bespoke programme personalised to meet their needs. Staff CPD to ensure provisions are highly effective.</p>
<p>To ensure that the individual needs of pupil premium children’s well-being are met to allow them to access learning effectively to maximise outcomes.</p> <p>Pupils experience improved wellbeing.</p>	<p>Measured by:</p> <p>100% of pp children are considered for wellbeing support and of those who require it, 100% of them receive bespoke plans of support or experiences to raise wellbeing.</p> <p>Achieved by: Led and monitored by the Senco; CPD for teaching assistants who deliver programme; provision mapped to ensure embedded in to school actions.</p>

<p>To ensure high attendance from all pp children, with no patterns of persistent absence for a minority continuing.</p>	<p>Measured by: Attendance of our pp children remains above the average pp attendance nationally and the small number of minority absence is reduced to be in line with national attendance for pp pupils.</p> <p>Achieved by: attendance at after school clubs being offered to encourage school attendance and raise self-esteem; monitoring and support for families where attendance is below that expected providing support and signposting to service if required.</p>
<p>To ensure that all pp children's reading is accelerated to help them to close the gap in reading.</p> <p>All pp year one pupils reach at least their phonics target with additional support to accelerate phonetic ability of PP children.</p> <p>All pp children at least reach their Key Stage One target in reading.</p>	<p>Measured by: 100% of pp pupils are on track to achieve their target for phonics. Phonic tracking showing steady, consistent progress through small step assessments of phonics.</p> <p>PP pupils reach their reading target at key stage one.</p> <p>Achieved by: Read, write Inc intervention sessions Reading comprehension sessions.</p>
<p>In core subjects: To ensure that all pp children reach at least their expected target with a particular focus on those leaving school this year and undertaking key stage two SATs (despite the pandemic).</p> <p>To ensure that the attainment gap is reduced by high quality interventions where pupils are not on track.</p>	<p>Measured by: 100% of PP pupils making expected progress from KS1. Assessments show that pupils are on track to meet their target and high quality interventions are in place where pupils are off track.</p> <p>Achieved by: additional funding used to create teaching assistant capacity in wave one quality first teaching to significantly increase ongoing feedback and development during sessions. CPD for teachers and teaching assistants on this teaching pedagogy. (other funding also used to provide Maths tuition in small groups).</p>

Activity in the academic year

This details how we intend to spend our pupil premium each year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2022 – 2023: £20,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Establishing an effective SEND consultancy and ensuring success of pupil premium SEND children whilst the DHT is on maternity.</i></p> <p><i>Specialist advice and support for the Headteacher and SLT to deepen further their knowledge to specific barriers these pupils may face.</i></p> <p><i>DHT has one afternoon per week release time to support these pupils and apply new knowledge acquired for own CPD, identify needs and ensure overall quality of provision and CPD to staff.</i></p>	<p>Pupil premium DFE guidance 2021b.</p> <p>1. Teaching – training and professional development</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Ensure that all staff (teachers and TAs) are trained in their understanding of how to accelerate pupil premium children’s learning – school CPD and pupil progress meetings. Including additional verbal and written feedback for PP pupils and effective modelling to support learning.</i></p>	<p>EEF (2020b) Feedback, EEF (2020d), EEF (2020e)</p> <p>Pupil premium DFE guidance 2021b.</p> <p>1. Teaching – training and professional development</p>	<p>1, 3, 4, 5</p>

<p><i>Ensure that all pp children have access to two adults within the classroom most of the time in core subjects to increase feedback opportunities (contribution to school's increased cost).</i></p>	<p>EEF (2020b) Feedback, EEF (2020d), EEF (2020e)</p>	<p>1, 3, 4, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

- ***NB significantly more has taken place, the below recognises the spend from the pp grant. Catch up spending was prioritised for PP children. See summary attached for previous additional spending.***

Budgeted cost: £6,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention – Read, Write Inc phonics Reading intervention – comprehension support at phase 3</p>	<p>EEF Teaching tool kit 2020b Phonics; teaching assistants</p>	<p>3, 1</p>
<p>Individual and guided reading boosters – comprehension focus.</p>	<p>EEF Teaching tool kit 2020b Phonics; teaching assistants EEF Teaching tool kit 2020b Reading Comprehension teaching</p>	<p>3, 1</p>
<p>Colourful Semantics and Working Memory Intervention support Literacy skills</p>	<p>EEF Teaching tool kit 2020e Making best use of teaching assistants Educational Psychologist Recommendations</p>	<p>1, 4, 6</p>

Maths Boosters focusing on individualised targets	EEF Teaching tool kit 2020e Making best use of teaching assistants	4,6
Literacy and Language development intervention	EEF Teaching tool kit 2020e Making best use of teaching assistants	5, 4
Listed interventions under review alongside provision.		

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

Budgeted cost: £4340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Provision map Targeted social and emotional programmes for identified pupils for Drawing and Talking.	EEF 2020b Social and emotional learning; school based observations including parental/ teacher feedback.	6 (also moderate evidence for supporting academic)
Attendance at after school clubs to encourage <ul style="list-style-type: none"> - High attendance - Allow the same opportunities as their peers) - Ensure that provision encourages physical activity and or provides healthy food. 	EFF 2020b PE; school based observations at enthusiasm to attend and club placed on low attendance days where possible. Monitoring of attendance at clubs in school demonstrated less pp children in attendance unless us or provider offered free place. Pupils reported they wanted to attend.	2, 6

Total budgeted cost: £31,135

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review 2021 – 2022

Area	Summary	Review 2021 - 2022
1 SEND	Significant number of pupil premium children also have SEND needs.	This remains the case and must be the area for largest investment next year.
2 Attendance of a minority	Attendance rates for pupil premium are strong, however a very small minority of pupils eligible for pp are below the target for all children. This has an impact on their school hours and causes them to be at risk of falling behind their peers.	Minority of pupils need further support – the link between attendance and SEMH is becoming apparent. Support for families needed. Due to low pupil numbers, percentages are somewhat misleading as can relate to one pupil. In 50% of classes, pp attendance is above their peers and 50% is below. Overall attendance of pp pupils 93.3%, peers 94.7%
3 Impact on early reading and those still developing reading fluency.	Overall impact of Covid on PP pupils has widened the attainment gap.	The interventions showed impact however, in 2022 – 2023, we have moved towards a full Literacy intervention in our planning to further maximise outcomes of some pp send pupils/ lower attaining pupils.
4 Impact on achievement	More pupils have become pupil premium following the pandemic and wider impact has been seen on their academic (and wellbeing) needs. Overall impact of Covid on PP pupils has widened the attainment gap and slowed some of the pp children's progress.	Strategies ensured that in most subjects, pupils in year 6 caught up in terms of their progress from gaps created by the pandemic to targets set pre-pandemic. In reading, writing and Maths 3 in 4 met their targets – combined was low because those that missed their target were subject not child based. Many of these pupils also had send needs/ SEMH which required interventions. Most of the pupils with pp at key stage one made progress and met targets, another pupil with Send needed further support and interventions.
5 Impact on key skills on entry to school/ following loss of EYFS time.	Teacher observations of pupils demonstrate that some key skills required to support effective learning in younger pupils are less advanced following the pandemic interruption. Initial assessment of pupils upon entry demonstrated that they have entered school below the normal expectation for similar pp pupils at our school previously. With particular regard to: <ul style="list-style-type: none"> - Language, social and emotional development upon entry to Reception - Speech and language skills are not as advanced 	Pupils made strong progress from starting points. On entry to year one, a small number still require speech and language support. Muscle strength continues to be an area of focus for Key Stage One next term. Interventions and targeting to continue.

	<ul style="list-style-type: none"> - Fine motor control and muscle strength - Handwriting – muscle strength and resilience to write for sustained periods reduced. - Challenges replicated in Year One where pupils missed a significant part of their EYFS year impacting on disadvantaged pupils. 	
6 Impact of the pandemic on wellbeing	Teacher observation, pupil and parent voice indicate reduced wellbeing and mental health of disadvantaged pupils as a result of the pandemic and wider impact of loss of opportunities exacerbated during to further income loss as well as existing financial limitations for these pupils.	<p>Creation of wellbeing sessions has seen pupils then removed from them due to success and improved levels of wellbeing. More pupils now attend sessions in rotations and positively received. Increase wellbeing sessions in 2022-2023.</p> <p>Some pupils in particular very much enjoyed the opportunity of the club. Not all opted to take the places. Some attended camps to be at school in the holidays.</p>

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

The current plan was written by the previous Headteacher (2018- 2020) and during the first year of the current headteacher's leadership (2020- 2021), the effectiveness of the plan was reviewed. A revised approach was then taken during 2020 – 2021 to improve outcomes and impact upon pupil premium children rapidly especially given the disadvantage of the pandemic.

Spending of the previous allowance linked to SLT time and bought resources. Following review, a new Senco was put in post January 2021 and attended University to achieve the qualification. A specialist, consultant Senco was commissioned an afternoon a week. Together they built provision for Send and other vulnerable pupils including those of PP status to individualise and maximise success with a new, effective provision map. Actions and spending were more closely targeted at the specific needs of the group of pupils to ensure that they gained the best outcomes that they could at a time of disadvantage. Provision was built from in school resources, catch up funds as well as reallocated pupil premium funds from the amount left outstanding. Training funds allocated to be spent were halted and the new in post headteacher (formally a local authority advanced skills teacher) led CPD training alongside members of SLT.

The school took actions to reduce the opportunity to drop behind during the year including school closure. In school actions demonstrated that:

- 33% of pupil premium were prioritised for in school attendance.
- A further 33% received individual, virtual tuition. 50% of pupils with Send that were pupil premium had provision designed for them across the year by the new Senco and specialist Senco.
- A further 50% of pupil premium were correctly assessed for learning needs leading to their provision on our provision map.
- 33% of pupil premium attendance at school during lockdown (those identified as in need of this provision during partial closure)
- 100% were offered a laptop or another device to support home learning
- 58% were delivered a home learning pack
- 1 pupil had a fully adjusted curriculum to support the family with their education to meet their needs

Whole School Attainment

50% of pupil premium pupils also have a special educational need (SEN).

Of those pupils without a SEN, 100% were inline with their peers in Reading and Maths. 40% of pupils who were off track in writing received additional writing boosters with a specialist tutor. Evidence shows they are making progress towards their targets.

PP pupils with a SEN have made steady progress towards their individual targets.

- 1 pupil in Y1 has an EHCP and made accelerated progress towards their academic targets.
- 1 pupil in Y5 achieved Greater depth (GD) in Reading and Writing and has attended higher level maths interventions to encourage her progress towards GD in Maths.
- 1 pupil with SEN in Y6 made accelerated progress from KS1 from WTS to EXS in Writing and Maths and expected progress in Reading from her KS1 results.

Phonics

- 100% of pp pupils passed the phonics screening in Y2 (test administered in Autumn of Y2 due to pandemic)
- 50% of pp pupils are on track to pass the phonics screening in Y1 (due to complete in Dec 21 due to pandemic) – this is 2 pupils and one has an EHCP.

KS1

- 100% of pp pupils achieved the expected standard in Reading, Writing and Maths at the end of KS1, performing inline with their peers

KS2

- 100% of pp pupils achieved the expected standard in writing and maths at the end of KS2 and made expected progress from their KS1 results in Reading.

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	
Mathletics	
TT Rockstars	
Nelson handwriting	
PE Hub	

Drawing and talking	
Nuffield Early Language Intervention (NELI)	
Literacy Shed plus	
Ongoing programmes used but not cost during the year	
Read, Write Inc	
JIGSAW	

Further information

We have prioritised disadvantaged pupils as a new leadership team during the pandemic beyond the scope of this document. The list highlights some of this work to support pupils during the pandemic between Sept 2020 and July 2022:

- *Significant investment of time and CPD for Maths Mastery, including working on a three year programme with the Maths Mastery hub to continue to develop research approach Maths. School bespoke scheme in place.*
- *Significant CPD input for all teachers/ TAs about how to accelerate learning of disadvantaged pupils and teaching pedagogy to accelerate their learning. Learning walks with Governors completed.*
- *Significant time and monetary investment in new Senco with consultant Senco support to map all learners and meet need with high regard to pp and send pupils.*
- *Prioritised for school places during closure; one to one tuition; electronic devices and learning packs.*
- *Catch up funding prioritised for pp and vulnerable pupils – see plan. Including lots of academic tuition.*
- *High quality CPD for wave one teaching and investment in new teaching team to further accelerate high quality learning.*
- *Individualised and parental support.*
- *Pupil progress meetings and new bespoke assessment and monitoring systems to ensure pupils are picked up quickly for intervention and support.*
- *High quality CPD for TAs leading wellbeing and development.*
- *Volunteer parents to deliver initial forest schools and work in EYFS to help develop speech and language.*
- *Establishing relationship with a new club provider to be able to reach more pupils.*
- *Sport coaches in the classrooms to provide support to pp children and others that are vulnerable. Sports sessions linked to phonics for pupil who needed core skills development.*
- *1:1 Literacy and Maths support programmes such as; Toe by Toe, Phonics, Additional Reading and targeted support for Maths.*
- *Wide range of social, emotional intervention programmes such as; Drawing and Talking, Volcano in My Tummy, Art Therapy, Social story support, meet a greats and well-being walks.*

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