

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	St Joseph's Catholic Primary School
Number of pupils in School	224
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	24 th November 2021
Date on which it will be reviewed	24 th November 2022
Statement authorised by	St Joseph's Governing Body
Pupil premium lead	Linda Payne
Governor / Trustee lead	Ross Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,852 Total spent

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	(additional £20,2362 spent from the school budget)
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Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our intent is that all pupils, irrespective of their backgrounds, will make good progress and achieve high attainment in all subject areas. Our main goals are to ensure that PPG pupils' achievements are in line with their non-pupil premium peers.

This year, our priorities for improvement are listed below.

1. Ensuring pupils' knowledge gaps in reading, writing and mathematics are addressed. It is important to note that most pupils enter the school well-below the National expectation. **(Lower Baseline on Entry)**
2. Improving oral language skills and increasing pupils' progress in reading. **(Language Development)**
3. Ensuring pupil premium pupils with SEND make good or better progress from their low starting points. **(Additional Needs)**
4. Improving academic attainment for pupils impacted by 2020 and 2021 lockdowns **(Covid-19 Impact)**
5. Improve pupils' poor working memory. **(Poor working memory)**
6. Improve the 'Ever 6' pupils' attendance. **(Attendance)**

We are committed to ensuring that pupils receive the very best education, allowing them to reach their full potential academically, emotionally and socially. When deciding how to spend the Pupil Premium Grant ('PPG') we look at the potential barriers to learning faced by disadvantaged and vulnerable pupils in our school's context.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The strategies we will be adopting complement each other to help pupils excel. Please see the list of areas for development below.

Lower Baseline.

Our Pupil Premium plan will achieve these objectives in the following ways, by:

- using diagnostic assessments to identify gaps in pupils' understanding;
- pupil Progress Meetings will be used to identify where additional support is needed;
- implementing early reading interventions to narrow the gap between pupil premium children and their peers;
- implementing phonics/maths/writing interventions for pupils who are not at age-related expectation in these areas.

2. Language Development

Our Pupil Premium plan will achieve these objectives in the following ways, by:

- implementing a new whole school focus on reading and discussing vocabulary within lessons. Training on reading comprehension and vocabulary will be given to all staff;
- phonics precision interventions for children who are not at age-related expectations.

3. Additional Needs

Our Pupil Premium plan will achieve these objectives in the following ways by ensuring:

- all teachers scaffold learning to meet the needs of the pupils with SEND;
- targeted interventions are implemented for pupils with additional SEND;
- the implementation of the Personal Social and Health Education Curriculum continues to be reviewed and changed to meet the needs of the pupils;
- the Relationship RSE curriculum is embedded throughout the school;
- social and emotional interventions are led by the school's Mental Health Leader.

4. Covid-19 Impact

Our Pupil Premium plan will achieve these objectives in the following ways, by ensuring:

- whole school assessments are used to identify gaps in pupils' knowledge will be embedded throughout the school year;
- pupil Progress Meetings are used to identify gaps in pupils' learning;
- additional academic interventions are in place to support PPG children;
- the deployment of the school's catch-up tutor is used to support any children adversely affected by previous lockdowns.

5. Poor Working Memory

Our Pupil Premium plan will achieve these objectives in the following ways, by:

- implementing whole school strategies to help pupils 'know more and remember more'. This will be achieved by recapping previous learning at the start of each lesson;
- developing cross-curricular links between subjects to reinforce prior learning.

6. Attendance

Our Pupil Premium plan will achieve these objectives in the following ways:

- implementing weekly attendance monitoring;
- support in place from the Attendance Lead for parents/carers. This helps them in addressing any barriers to attendance.

What are the key principles of your strategy plan?

With this in mind, the key principles of our PPG strategy are to build the capacity and expertise of the staff to provide a highly personalised programme of support. This will allow each child to reach his/her full potential. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1	PPG pupils on entry have a lower baseline in reading, writing and mathematics than their peers. (Lower Baseline)
2	46% of PPG pupils at St Joseph's have additional Special Educational Needs (including cognitive, social and emotional development). (Additional Needs)
3	81% of PPG have poor speech and language skills. Oral language skills and development are lower for pupils eligible for PP than for other pupils. (Language Development)
4	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created some gaps in learning (Covid-19 Impact)
5	81% of pupils in receipt of PPG have poor working memory. (Poor Working Memory)
6	11% of the Ever 6 pupils have poor attendance (94.6%) which is below the County average of 95.5%. (Attendance)

Intended outcomes

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

Intended outcome	Success criteria
Improve pupils' progress and attainment in phonics. (Linked to Challenge 1) Lower Baseline	100% of pupils (who do not have a cognitive Special Education Need) will pass their phonics screening test in June 2022, June 2023, June 2024.
Improve pupils' progress and attainment in writing. (Linked to Challenge 1 & 4) Lower Baseline and Covid-19 impact	100% of disadvantaged pupils (who do not have a cognitive SEND need) will reach age-related expectations and make good progress in writing. Those that have a SEND need will make more than expected progress from their individual starting points.
Improve pupils' progress and attainment in mathematics. (Linked to Challenge 1 & 4) Lower Baseline and Covid-19 impact	100% of disadvantaged pupils (who do not have a cognitive SEND) need will reach age-related expectations and make good progress in mathematics. Those that have a SEND need will make more than expected progress from their individual starting points.
Improve pupils' progress and attainment in reading. (Linked to Challenge 1 & 4) Lower Baseline and Covid-19 impact	100% of disadvantaged pupils (who do not have a cognitive SEND need) will reach age-related expectations and make good progress in reading. Those that have a SEND need will make more than expected progress from their individual starting points.
Improve pupils' speaking and listening skills.	All pupils in receipt of PPG funding will meet age-related expectations.

(Linked to Challenge 2 & 3) (Additional Needs and Language Development)	
Improve pupils' working memory skills. (Linked to Challenge 5) (Working Memory)	All pupils in receipt of PPG funding will improve due to connections made through our curriculum design.
Improve pupils' attendance. (Linked to Challenge 6) (Attendance)	Attendance will improve to 95.5%

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)

Early Years Adviser £2,336,
 English Adviser £2,336
 RWI training £3,370,
 Read Write Inc resources £2,000,
 Maths Resources £2,000,
Budgeted total cost: £12,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve phonic outcomes by:</i></p> <ul style="list-style-type: none"> • <i>providing training</i> • <i>purchasing additional Read Write Inc Phonics home –school books</i> • <i>Implement fast track phonics</i> 	<p>All pupils receiving PPG on entry had a lower baseline in reading and writing than their peers.</p> <p>The Education Endowment Foundation research found that: ‘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.</p> <p>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>Read Write Inc Phonics uses an explicit and systematic approach to support the children’s long-term memory and is, therefore, an appropriate approach to select as research has shown that this will improve children’s outcomes.</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory
<p><i>Improving pupils writing outcomes by:</i></p> <ul style="list-style-type: none"> • <i>improving language development by introducing</i> 	<p>All pupils receiving PPG on entry had a lower baseline in reading and writing than their peers.</p> <p>EFF guidance states 'there is evidence that the rate at which</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact

<p><i>modelling new vocabulary in all lessons.</i></p> <ul style="list-style-type: none"> <i>review and implement new literacy curriculum. Ensuring National Curriculum coverage. Ensure key concepts are revisited to enable pupils to know more, remember more.</i> 	<p>children develop language is sensitive to the amount of input they receive from the adults and peers around them and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.’</p> <p>Our English curriculum considers what key concepts and skills pupils must grasp in order to achieve yearly endpoints. This enables pupils to know more remember more.</p>	<p>3. Additional Needs</p> <p>4. Language Development</p> <p>5. Working Memory</p>
<p><i>Staff training led by Herts for Learning advisors and External providers to develop effective strategies to close these gaps in Maths and English, including for pupils with low baseline on entry and those with Special Educational Needs.</i></p>	<p>All pupils receiving PPG on entry had a lower baseline in reading and writing than their peers.</p> <p>The Education Endowment Foundation research states that 'supporting high-quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high-quality teaching can narrow the disadvantage gap.'</p> <p>Sir Kevin Collins, the EEF's Chief Executive, reflected on his experiences, stating that when primary schools embraced the literacy and numeracy strategies and developed systematic and structured</p>	<p>1,2,3,4.</p> <p>1. Lower Baseline</p> <p>2. Covid-19 impact</p> <p>3. Additional Needs</p> <p>4. Language Development</p>

	<p>teaching in these areas, all teachers become an expert.</p> <p>Therefore, dedicating time and resources for staff training to support high-quality teaching is an appropriate approach to select as research has shown this improves children's outcomes.</p>	
<p><i>Continue to improve maths achievements by:</i></p> <ul style="list-style-type: none"> • <i>improving language development by introducing STEM sentences during maths lessons</i> • <i>subject leader will implement progression of mathematical vocabulary in each year group.</i> • <i>new vocabulary will be taught during maths lessons.</i> • <i>embed mastery approach</i> • <i>continuing to purchase Maths no Problem to support the School's mastery approach in Maths.</i> 	<p>All pupils receiving PPG on entry had a lower baseline in reading and writing than their peers.</p> <p>The Education Endowment Foundation research states 'Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches might include:</p> <ul style="list-style-type: none"> • explicitly extending pupils' spoken vocabulary; • the use of purposeful, curriculum-focused, dialogue and interaction.' <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>The Education Endowment Foundation research shows that 'mastery learning approaches have high impact for minimal cost. It is higher for primary school pupils and in mathematics.' It also found that 'the impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year. Thus, it is an effective strategy to implement with pupils in receipt of PPG.</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory
<p><i>SEN training on the most effective strategies to close gaps in learning for pupils with SEN and on specific</i></p>	<p>46% of pupils in receipt of PPG have SEN, which significantly impact their outcomes.</p> <p>The Education Endowment Foundation found that research</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs

<p><i>interventions for pupils with SEN.</i></p>	<p>suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils:</p> <ul style="list-style-type: none"> • flexible grouping; • cognitive and metacognitive strategies; • explicit instruction; • using technology to support pupils with SEND and • scaffolding.' <p>It also found that, although high-quality teaching should reduce the need for extra support, 'it is likely that some pupils will require high quality, structured, targeted interventions to make progress.'</p> <p>Therefore, dedicating time and resources for staff training to support high-quality teaching is an appropriate approach to select as research has shown this improves children's outcomes.</p>	<p>4. Language Development 5. Working Memory</p>
<p><i>Implement new, daily reading comprehension strategies.</i></p>	<p>According to the Education Endowment Foundation, reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p> <p>'Reading comprehension strategies focus on the learners' understanding of the written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older, struggling readers. Pupils can struggle</p>	<p>1,2,3,4,5. 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory</p>

	<p>with decoding words, understanding the structure of the language used or understanding particular vocabulary, which may be subject-specific.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge.'</p> <p>Our specially designed reading comprehension curriculum uses an explicit and systematic approach to support the children's long-term memory. It allows teachers to model and practice those skills and techniques needed to improve reading comprehension skills. Therefore, it is an appropriate approach to select as research has shown to improve children's outcomes.</p>	
<p><i>Release time for English and Maths leaders to monitor and support staff in addressing gaps in learning, undertake assessments and regularly review the impact of Maths and English interventions.</i></p>	<p>The Education Endowment Foundation also found that a high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. 'The English and Mathematics leaders, having time to monitor, review and adapt provision for PPG pupils, will have a positive impact on increasing outcomes for these pupils.'</p> <p>The English and Mathematics leaders will have time to monitor, review and adapt provisions for these pupils. The leaders will identify gaps in pupils' knowledge and support teachers, which will positively impact increasing pupils' outcomes.</p>	<p>1,2,3,4.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development
<p><i>One to One /small group tuition</i></p>	<p>The School has employed two additional part-time teachers to support pupils in receipt of PPG. The Education Endowment Foundation found that 'On average,</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact

	<p>one-to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils who are identified as having low, prior attainment or are struggling in particular areas. Studies undertaken in primary schools tend to show greater impact (+6 months). In particular, during the early stages of primary school.’ Therefore, one-to-one tuition will give PPG pupils the best possible start in developing the foundations of their learning and will have a positive impact on their learning.</p>	<p>3. Additional Needs 4. Language Development 5. Working Memory</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

PPG Teacher £16,518,
Reading Recovery TA: £10,000
Extra Part-time Catch-Up Teacher £13,200,
TA interventions £15,450
Teacher Speech & Language intervention £3,800
Budgeted total cost: £58,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics: Fast Track Phonics</i></p>	<p>100% of pupils receiving PPG on entry have a lower baseline in reading and writing than their peers.</p> <p>According to Read, Write Inc, Fast Track Phonics provides a simple, but powerful, solution to accelerate pupils’ reading progress.</p> <p>The School’s phonic, spelling and reading interventions use diagnostic assessments to identify gaps in learning and effective strategies to close these gaps. Wherever possible, these interventions will be in small groups but there are occasions when one-to-one interventions are required. Phonic interventions are an appropriate approach to select to improve the pupils’ outcomes. The Education Endowment Foundation found that</p>	<p>1,2,3,4,5. 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory</p>

	<p>'small group tuition has an average impact of four months' additional progress over the course of a year'. It also found that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs and that diagnostic assessment can be used to assess the best way to target support'.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<i>Spelling:</i>	<p>Fresh Start Spelling The Educational Endowment Foundation found that 'additional small group support can effectively target pupils from disadvantaged backgrounds and should be considered part of a school's pupil premium strategy'. It also found that 'low attaining pupils particularly benefit from small group tuition'.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory
<i>Reading:</i>	<p>Reading Recovery Reading Recovery forms part of the 'Every Child a Reader' strategy. Reading Recovery is an intensive one-to-one reading programme aimed at children in their second year of schooling who have made little or no progress in literacy; even after high-quality classroom instruction. Its target group within Every Child a Reader is children in the bottom 5-10 % of the national attainment range. The immediate effects of the programme were substantial.</p> <p>EEF Summary The first EEF Switch-on Reading trial found that pupils receiving the intervention made around 3 months additional progress in reading.</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory
<i>Writing</i>	<p>The School designed programme known as 'Read, Write Programme' accelerates pupils' reading and writing skills. It is a one- to-one support programme, which runs for 20 minutes per day.</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact

	<p>The Education Endowment Foundation found that: 'On average, one to one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils identified as having low prior attainment or struggling in particular areas. Studies undertaken in primary schools tend to show greater impact (+6 months) In particular, during the early stages of primary school.' Therefore, one-to-one tuition will give PPG pupils the best possible start in developing the foundations of their learning and will positively impact their learning.</p>	<p>3. Additional Needs 4. Language Development 5. Working Memory</p>
<i>Maths</i>	<p>Number stacks One-to-one tuition and small group tuition are both effective interventions. However, the cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact.</p>	<p>1,2,3,4,5. 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory</p>
<i>Speech & Language</i>	<p>WellCom On average, oral language approaches positively impact pupil outcomes by six months. Spoken language activities must be matched to learners' current stage of development to extend their learning and connect with the curriculum. Some pupils may struggle specifically with spoken language. 'Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately when required to meet particular needs.' Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4. 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development</p>
<i>Attendance</i>	<p>11% of PPG pupils on roll at the School have attendance that is below the LA average (95.5%).</p>	<p>6 6.Attendance</p>

	<p>When children attend school consistently, they are more likely to do well in their work, build strong relationships and feel connected with the school community. Good attendance also demonstrates reliability, which will help prepare children for life beyond education and looks favourable to future employers.</p> <p>https://www.nidirect.gov.uk/articles/school-attendance-and-absence</p>	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Mental Health (social and emotional development) £3,650,

Enrichment £2,050

Family Support Worker £1,142

Budgeted cost: £6,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support social and emotional learning (SEL) including Learning Mentor and Social Groups</p>	<p>The Endowment Foundation research suggests that children from disadvantaged backgrounds have weaker SEL skills than their peers. This research also found that interventions focusing on improving social interaction to be the most successful and can add 6 months additional learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Ensuring that pupils (PPG) who need support with their social and emotional interactions with their peers, targeted support through the use of learning mentors and social groups is an effective strategy to improve outcomes for pupils.</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory
<p><i>Increased procedures to challenge and support families of pupils not attending School regularly enough</i></p>	<p>11% of PPG pupils on roll at the School have attendance that is below the LA average (95.5%). 'Achieving 90% in an exam or test is a fantastic result but if your child is at school for only 90 per cent of the school year, then they will have missed 19 days -almost 4 whole</p>	<p>6 6.Attendance</p>

<p><i>Family Support Worker</i></p>	<p>weeks of school. For primary-age children, this can mean almost 120 guided learning hours. This is a big gap for any child to make up.'</p> <p>https://www.nidirect.gov.uk/articles/school-attendance-and-absence</p> <p>Supporting PPG families whose children's attendance is below the LA average is an effective approach to improving pupils' outcomes.</p>	
<p><i>Providing financial support for clubs, trips, uniform and other equipment e.g. stationery, books, laptops, access to wi-fi</i></p>	<p>'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>The Education Endowment research found that 'homework had a positive impact on learning and that this impact was greater when it involved digital technology'.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Ensuring that PPG pupils have access to: trips, clubs and, the equipment they need for their learning in school and at home, will positively affect their learning.</p>	<p>1,2,3,4,5.</p> <ol style="list-style-type: none"> 1. Lower Baseline 2. Covid-19 impact 3. Additional Needs 4. Language Development 5. Working Memory

Total budgeted cost: £12,042 + £58,968 +£6,842 = £77,852

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, performance measures have not been published for 2020 to 2021 and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Despite the pandemic, our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils at the end of Key Stage 2 was above the non-disadvantaged pupils in reading, writing and maths. (See table below).

Internal Disadvantaged Pupil Data 2021

Subject	Achieved Expected Standard (ARE)	Above Expected Standard	National (2019 data for all pupils)
Reading	90%	57%	73%
Writing	90%	42%	78%
Spelling, Grammar and Punctuation	90%	57%	78%
Mathematics	90%	42%	79%

One pupil with an Educational Health and Care Plan did not meet the expected standard. Improvements in pupils' attendance can be seen below:

Year	Disadvantaged pupils' Attendance	National Average Attendance for non disadvantaged pupils
2018 -2019	92.8%	95.5%
2019-2020	94.3%	96%
2020 -2021	96.8%	No data available

Overall attendance in 2020/21 was higher than in the preceding years at 96.8% and it was higher than the national average. We want to build on this success, which is why attendance will continue to be a focus area of development this year.

Our assessments and observations indicated that pupils' well-being and mental health were significantly impacted last year due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils and targeted interventions, where required. We are building on that approach with the activities detailed in this plan.

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
n/a	n/a
n/a	n/a

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?	We identified gaps in Service children's education caused by moving between schools, which we addressed with targeted support. This was to support not only the pupils' academic learning but also their emotional well-being.
What was the impact of that spending on Service pupil premium eligible pupils?	Teachers observed that new Service pupils to the school settled in well and that the emotional and well-being support enabled the pupils to transition into school well. Assessments demonstrated good progress in English and Mathematics, especially when targeted support had been given.

Further information (optional)

The following additional activities that are not being funded by pupil premium or recovery premium will form part of our pupil premium strategy. These will include:

- small group work and one-to-one tuition;
- purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](#);
- offering extracurricular activities to increase active participation in sports, well-being, attendance and aspiration. The activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate;
- continuing to embed effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils;
- addressing pupils' mental health and well-being needs to give pupils a voice in how we address well-being and support more effective collaboration with parents.

Planning, implementation, and evaluation

During the planning stage of our pupil premium strategy, we reviewed the impact of activities undertaken in previous years.

We triangulated evidence from multiple sources of data, including assessments, engagement in class book scrutiny, conversations with pupils, parents and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers including: the effective use of pupil premium, the impact of disadvantage on education outcomes and finally, how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan overtime to secure our strong outcomes for pupils.

Covid 19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.

The closure of schools has had a considerable impact for all pupils; however, the most significant impact was seen in our poorest families.

Every child's experience has been different and some children have been impacted far more than others. It is clear that children had different learning experiences during the lockdown. Some children have parents/carers who could take on the role of 'teacher' and oversee the home learning. For many others, a whole range of issues have impacted on their ability to learn at home, including:

- space to work;
- overcrowding;
- parents/Carers having the time / skills to commit to home learning;
- lack of access to online facilities;
- poverty.

