

# 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	Sacred Heart
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	19% (63 including NRPF pupil)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2 – 2024/5 (2024/5 – Y6 will be the current Year 3).
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Lorraine Dolan-Walsh
Pupil premium lead	Diana James
Governor / Trustee lead	Mr Jonathan Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£74,422</b> 2021/22 Academic Year Pupil Premium allocation is calculated on: 7/12 of 2021/22 financial year (Sep to Mar) and 5/12 of 2022/23 financial year (Apr to Aug) 7/12 of £69,940 = £40,798 (52 pupils @ October 2020) 5/12 of £80,700 = £33,624 (60 pupils @ October 2021)
Recovery premium funding allocation this academic year	<b>£7,540</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£81,962</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils irrespective of their background or challenges they face make good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those that we have targeted for accelerated progress.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, who are young carers, those who have no recourse of public funds, LAC pupils and those who have been affected by loss of learning due to Covid pandemic whose families have been on limited income.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all.'

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High quality teaching is at the heart of our approach with a particular focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been affected the most, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust, diagnostic assessment, not assumptions about the impact of disadvantage. 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 they are set;
- Early intervention when the need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Ensure a holistic approach to nurturing disadvantaged pupils with enrichment programmes and opportunities;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music. Specialist music and sport teachers are employed to deliver teaching and after school clubs. In addition, peripatetic are engaged to teach a wide range of enrichment activities including Taekwondo; cricket coach; visits to Philharmonic Orchestra.
- Provide enrichment opportunities through our partnership with independent schools e.g., history, science and art projects; additional modern foreign language teaching; nurturing extracurricular clubs.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that

not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Pupil Premium Funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

The range of provision the school (Governors, SLT, teaching staff and support staff) consider making for the Pupil Premium group include and will not be limited to:

- 1:1 support
- Providing small group work with an experienced teacher or TA
- Additional teaching and learning opportunities provided through trained TAs.
- Payment towards all activities, educational visits and residentials. This will ensure children have first-hand experience to use in their learning in the classroom.
- Provision of specialist learning software e.g., Times Tables Rockstars.
- Entitlement to one free after school enrichment club.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require. All our work through the Pupil Premium Fund will be aimed at accelerating progress.

## Challenges

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

Challenge number	Detail of challenge																											
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident through from Reception to Year 6 and in general are more prevalent among our disadvantaged pupils than their peers. This has been exacerbated due to the pandemic and children not having access to online learning and face to face learning.																											
2	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.																											
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by the partial school closures to a greater extent than other pupils. These findings are supported by national studies.</p> <p>Internal and external (2019 KS2 Data) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Recent internal data shows:</p> <table border="1"> <thead> <tr> <th><b>MATHS</b></th> <th>Pure PP Autumn 2021</th> <th>All pupils Autumn 2021</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>n/a</td> <td>94%</td> </tr> <tr> <td>Reception</td> <td>63%</td> <td>80%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>87%</td> </tr> <tr> <td>Year 2</td> <td>71%</td> <td>77%</td> </tr> <tr> <td>Year 3</td> <td>100%</td> <td>84%</td> </tr> <tr> <td>Year 4</td> <td>63%</td> <td>81%</td> </tr> <tr> <td>Year 5</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>83%</td> </tr> </tbody> </table>	<b>MATHS</b>	Pure PP Autumn 2021	All pupils Autumn 2021	Nursery	n/a	94%	Reception	63%	80%	Year 1	67%	87%	Year 2	71%	77%	Year 3	100%	84%	Year 4	63%	81%	Year 5	60%	80%	Year 6	50%	83%
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4	<p>Internal and external (2019 KS2 Data) assessments indicate that Writing attainment among disadvantaged pupils can be below that of non-disadvantaged pupils. However, this gap narrows further up the school. See comparison for UKS2. Recent internal data shows:</p> <table border="1"> <thead> <tr> <th><b>Writing</b></th> <th>Pure PP Autumn 2021</th> <th>All pupils Autumn 2021</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>0%</td> <td>81%</td> </tr> <tr> <td>Reception</td> <td>50%</td> <td>74%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>80%</td> </tr> <tr> <td>Year 2</td> <td>46%</td> <td>56%</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>65%</td> </tr> <tr> <td>Year 4</td> <td>75%</td> <td>55%</td> </tr> <tr> <td>Year 5</td> <td>63%</td> <td>64%</td> </tr> <tr> <td>Year 6</td> <td>60%</td> <td>64%</td> </tr> </tbody> </table>	<b>Writing</b>	Pure PP Autumn 2021	All pupils Autumn 2021	Nursery	0%	81%	Reception	50%	74%	Year 1	67%	80%	Year 2	46%	56%	Year 3	50%	65%	Year 4	75%	55%	Year 5	63%	64%	Year 6	60%	64%
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	<p>This shows that support is impactful when put in place in EYFS, KS1 and LKS2. It is also evidence of impact being seen after a longer time frame.</p>												
<p>5</p>	<p>Our assessments (including wellbeing surveys during the pandemic and on return to school) observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and dedicated 1:1 support outside of an educational setting during school closure. These challenges particularly affect disadvantaged pupils and their attainment.</p> <p>Our enquiries regarding pupil milestone checks in EYFS have identified that Health Visitor checks at the age of 2 were less common with our disadvantaged pupils.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 30 pupils were in receipt of food parcels; food vouchers and were invited to attend school during lockdown as well as their families being supported emotionally by the school. Telephone consultations happened daily with families with high social, emotional and disadvantaged needs and referrals to the school's TAHMs support worker were made. SENDCo also supported these families.</p> <p>In addition, some of our disadvantaged families do not have access to the devices and WiFi required to learn online. The school has provided laptops, Chromebooks and prepaid Wi-Fi access for disadvantaged families.</p>												
<p>6</p>	<p>Our attendance data over the last 5 years has been good.</p> <table border="1" data-bbox="363 1142 1385 1406"> <thead> <tr> <th data-bbox="363 1142 874 1218">Year</th> <th data-bbox="874 1142 1385 1218">Percentage Attendance - Reception to Year 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1218 874 1256">2017-2018</td> <td data-bbox="874 1218 1385 1256">96.4%</td> </tr> <tr> <td data-bbox="363 1256 874 1294">2018-2019</td> <td data-bbox="874 1256 1385 1294">96.3%</td> </tr> <tr> <td data-bbox="363 1294 874 1332">2019-2020</td> <td data-bbox="874 1294 1385 1332">95.9%</td> </tr> <tr> <td data-bbox="363 1332 874 1370">2020-2021</td> <td data-bbox="874 1332 1385 1370">96.9%</td> </tr> <tr> <td data-bbox="363 1370 874 1406">2021-2022 ( 01.09.21 to 30.01.22)</td> <td data-bbox="874 1370 1385 1406">94.6%</td> </tr> </tbody> </table> <p>Since lockdown this has decreased to 94.6% and for disadvantaged pupils this is 90.7%.</p> <p>At February 2022 there are 22 children with attendance below 90% who are disadvantaged pupils. It must be noted that a small number of families with multiple children constitute the majority of these pupils; a very small number of families with a high number of pupil premium children is impacting on school attendance data. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress.</p> <p>To improve the attendance of these pupils, The EWO, Attendance Officer, Inclusion Lead and Family Liaison Officer work closely together and action a range of measures including deciding which cases are referred formally to the EWO. In addition, the expectation is for all teachers to support pupils (and families) to ensure good attendance and punctuality. See individual teacher appraisals (SD3.2) <i>"Teachers should evidence how they are supporting good attendance and punctuality of vulnerable pupils."</i></p>	Year	Percentage Attendance - Reception to Year 6	2017-2018	96.4%	2018-2019	96.3%	2019-2020	95.9%	2020-2021	96.9%	2021-2022 ( 01.09.21 to 30.01.22)	94.6%
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year current strategy plan (2024/2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and wider more diverse vocabulary used among disadvantaged pupils.	<p>Observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Assessment of writing will show pupils are able to evaluate and edit by proposing changes to vocabulary to enhance effects and clarify meaning. (Target Tracker Statement).</p> <p>Assessment of writing will show pupils are building a varied and rich vocabulary. (Target Tracker Statement).</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes of Year 6 cohort in 2024/25 (current Year 3) will show that more than 50% of disadvantaged pupils will meet the expected standard. (At present there are 4 pupils in this cohort and each of these pupils equates to 25%).
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes of Year 6 cohort in 2024/25 (current Year 3) will show that more than 50% of disadvantaged pupils will meet the expected standard. (4 pupils – each pupil equates to 25%)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from Year 6 cohort in 2024 cohort (current Year 3) will be demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>● a significant increase in pupil participation and enthusiasm for challenge.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 cohort (current Year 3 cohort) demonstrated by:</p> <ul style="list-style-type: none"> <li>● attendance for cohort will be 96%. (Attendance for this cohort is currently 94.8% (Sept 21 – Jan 22). At February 2022, 2 disadvantage pupils in Year 3 have attendance less than 90%.</li> <li>● Persistent absenteeism for disadvantaged pupils will improve. At February 2022 there are 22 disadvantaged children with attendance below 90%. February 2022 9 out of 15 pupils with persistent absenteeism referred to the EWO, were PP pupils (60%). Through targeted support from class teachers; attendance officer; inclusion lead; head teacher and educational welfare officer this will improve.</li> </ul>

## 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: **£22,137** Proportion of Inclusion Lead salary (£17976); proportion of Phonics Lead salary (£755); ELSA training (£1186); EKLAN training and cover (£2220);

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Embedding dialogic activities across the school curriculum including EKLAN and ELSA. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as EKLAN and ELSA and high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme (Little Wandle)</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence:	3

Teaching for Mastery training).	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Maths Lead training of support staff to become maths mentors for targeted children		
Improve the quality of social and emotional (SEL) learning using the Jigsaw approach.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Support staff have received Learning Mentor training to support the wellbeing of the most disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: **£48944 (20% of TA salaries and including £7540 National Tutoring Programme).**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EKLAN and ELSA sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills and social interaction skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with guidance from the Phonics Lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>1:1 and small group intervention that target gaps for disadvantaged pupils.</p> <p>Interventions will happen during the school day.</p> <p>Focus phonics, comprehension, writing and maths.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Additional 1:1 and small group interventions that target gaps for disadvantaged pupils.</p> <p>Interventions will happen before and after school.</p> <p>Focus phonics, comprehension, writing and maths.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Power Hour</p> <p>Homework club for disadvantaged pupils.</p> <p>Homework club after school for PP pupils led by either teacher or TA.</p> <p>Groups are small and year group based so year group teachers are on hand to support pupils</p>	<p>Research suggests homework has a positive impact on average (+ 5 months).</p> <p>It is important for schools to consider how home learning can be supported for pupils who may not have a quiet space for home learning (e.g. homework club).</p> <p>Homework that is linked to classroom work tends to be more effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£3,640** Enrichment clubs (£600); Class day trips (£1040); Enrichment weekend trips (£1500); Additional fares and administration costs £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for phase leaders to monitor and proactively engage with parents to limit the barriers that impact attendance.</p> <p>FLO will engage with families of persistent absenteeism in particular those children within larger sibling groups.</p> <p>Attendance Officer and Inclusion Lead will have regular meetings with the EWO.</p> <p>Class Teachers are responsible for the monitoring of attendance of the pupils in their class. (See individual class teacher appraisals).</p> <p>Monitoring of attendance includes EYFS.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE research (2012) on <a href="#">improving attendance at school</a> found that:</p> <p>Children with low attendance in EYFS are more likely to come from the poorest backgrounds. If attendance is only monitored until pupil is 5, this may be too late. They may start school already behind their peers, particularly in their acquisition of language and their social development.</p> <p>Of pupils who miss <b>over 50%</b> of school, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C</p>	6
<p>Enrichment Programme including clubs and specialised day trips.</p> <p>1 free club (e.g. Rocksteady) for each Pupil Premium child.</p>	<p>DfE says that every state-funded school must offer a curriculum that is balanced and broadly based, and which:</p> <ul style="list-style-type: none"> <li>• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society</li> <li>• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life</li> </ul>	4, 5 and 6

	<a href="https://webarchive.nationalarchives.gov.uk/ukgwa/20130903160914/http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00199700/spiritual-and-moral">https://webarchive.nationalarchives.gov.uk/ukgwa/20130903160914/http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00199700/spiritual-and-moral</a>	
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**Total budgeted cost: £81962 (including £7540 Tutoring Programme)/**

## 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 two periods of home learning, Talk for Writing (our chosen method for teaching writing) was not embedded due to the difficulty of teaching this hands-on technique through Google classrooms. The most disadvantaged pupils were provided with laptops, Chromebooks and free Wi-Fi passes to support their access to Google Classroom.

In addition, whole class guided reading that requires a high element of talk was not able to be delivered successfully remotely and class teachers reverted to comprehension lessons. Virtual libraries did have some positive impact on allowing all children to have access to a wide range of books. The most disadvantaged pupils were able to access a wide range of books through our virtual libraries.

Catch up programmes were successful for our most disadvantaged pupils when families engaged in a range of targeted programmes. Children targeted were not only from the current pupil premium register (2020 – 2021) but those from families just above the threshold for receipt of Pupil Premium funding. Catch up programmes are bespoke to pupil needs and have been delivered by teaching staff and trained teaching assistants.

- 80% of all children targeted attending weekly 79/99
- 98% partially met targets 77/79
- 71% Fully met targets 56/79 of 23 not meeting full targets:
- Only 2% did not meet targets both children new to English (EAL) and joined groups late.

Those that did not meet targets:

- 4 SEND pupils - All year 6 with specific needs but all able to access with support;
- 4 Pupil Premium pupils – All Year 6 – All able to access with support.
- 12 pupils with EAL. All children either new to English or have Early acquisition so able to access with support, groups led by HLTA;

Despite Covid restrictions and many PP children working in very difficult circumstances at home, there was bespoke planning for individual PP children to access learning; interventions delivered remotely and equipment was delivered to homes to support learning e.g., iPads, Chromebooks and laptops.

When children returned to school, a catch-up curriculum devised to support individual PP pupils to reduced gaps in understanding and required skills was delivered. Staff were supported by the Assessment Lead and Core Curriculum subject leads to ensure

that teaching recognised gaps in learning and objectives not successfully taught via online learning.

During Lockdown, weekly telephone calls were made to Pupil Premium families to support them with learning, signpost families to support and when needed inviting pupils to join the key workers group. All teachers gave daily, prompt feedback to disadvantaged pupils when working remotely. This ensured that pupils saw the value and the importance of the activities they were undertaking remotely. In addition, it gave pupils the opportunities to engage more frequently with their class teacher as communications could be made outside school hours.

Unfortunately, we were unable to link to the maths hub due to the lockdown.

Despite Lockdown and the restrictions due to Covid, EYFS and KS1 staff still promoted early reading and phonics teaching through online resources including videos and PowerPoints. All pupils in EYFS and KS1 had a reading activity to complete daily through Tapestry and/or Google Classroom e.g., poetry, reading story or non-narrative material.

In order to support reading across the school and to ensure that all pupils had access to a wide range of quality texts, the English Lead created virtual libraries for all year groups. There were links to books online to read; stories being read aloud and also members of staff shared videos of them reading stories too. With the provision of laptops, Chromebooks and free WiFi access for our most disadvantaged pupils, this allowed for vulnerable pupils to have access to quality and wide ranging literature.

On returning to school, the Phonics Lead and KS1 teacher delivered a phonics catch up programme for vulnerable pupils. Staff also provided a reading catch up programme for KS1 pupils. Additional reading activities e.g. 60 second reads were introduced too.

Our assessment of the reasons for below expected outcomes, points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy; Google Classrooms; teacher made videos; White Rose Maths and bespoke planning that could be personalised and sent to individual pupils.

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

## Externally provided programmes

Programme	Provider
X Times Rockstars	TT Rockstars
White Rose Maths Premium Resources including catch up programme.	White Rose Maths
Literacy Toolbox	Perceptual Literacy.com
Rocksteady	Rocksteady Music School

## Further information (optional)

### **Additional activity**

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

- embedding more effective practice around feedback. Staff have received training and created a bespoke feedback policy. An integral part of this is verbal feedback given during the learning process. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- training of a mental health lead. This will help our understanding of pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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

### **Measuring Impact**

The impact of our pupil premium strategy will be measured using quantifiable data as well as other ways to gather the impact of our strategy. Other ways to measure will include pupil voice and communication with parents. We will use baseline data as our starting point to evaluate learners' progress and the impact of our strategy.

To evaluate the impact of our pastoral or extra-curricular work, we will look at outcomes such as improved school attendance and improved interpersonal skills among pupils, which increases their confidence.

We will evaluate impact over a range of timescales to see if new ideas have become firmly established within the short and long term. For example, sometimes a new classroom activity might get good results at first because it is different but over time, when learners have got used to the idea, there might be less evidence of a positive impact. Or, the impact of a pastoral programme might show few results in the short term, with a positive impact only evident after a year or more.