# 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

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| Detail | Data |
| School name | St Anne’s RC Primary School |
| Number of pupils in school  | 211 (24 in nursery) |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2023/2024 |
| Date this statement was published | November 2021  |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Amy Wainwright Head teacher  |
| Pupil premium lead | Jenny Farrell Class teacher / EYFS lead Gemma MadersInterim Deputy Headteacher |
| Governor / Trustee lead | Mary Anne Oduntan Governor lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | *£125,400 (2021-2022)* |
| Recovery premium funding allocation this academic year | *£13,630* (@£145 per child) *(2021-2022)* |
| 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 | *£139, 030* |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Anne’s we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we strongly believe that these challenges can be overcome. We believe that having a broad and balanced curriculum is imperative to improve attainment and progress. At St Anne’s we also believe that quality first teaching is paramount to improving outcomes for disadvantaged children. Excellent teaching can be achieved by all teachers through high quality professional development and shared outstanding practice. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.All children need opportunities to enrich their lives through first hand experiences. We ensure that where children are unable to access these through home, the opportunities are provided for them by school. This ensures all children have access to a wide variety of cultural capital, experiences and opportunities to help them flourish, grow and achieve their full potential. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, 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 that they’re set
* act early to intervene at the point 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
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | **Attendance**Maintaining current good levels of attendance is imperative to ensure that all children attend school in order to access all that school offers. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has roughly been in line with non disadvantaged pupils.

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|  | Disadvantaged  | Non disadvantaged  |
| 2018-2019 | 94.31% | 95.27% |
| 2019-2020 | 90.96% | 91.02% |
| 2020-2021 | 94.49% | 95.65% |

In the year 2018-2019 60% of persistently absent pupils were disadvantaged compared to 40% who were non disadvantaged. In the year 2019-2020 50%of persistently absent pupils were disadvantaged compared to 50% who were non disadvantaged. In the year 2020-2021 40% of persistently absent pupils were disadvantaged compared to 60% who were non disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | **Emotional Health and Well-being**Our assessments, observations and discussions with pupils and families have identified social, emotional, well-being and mental health issues for many pupils and their families. These challenges have noticeably increased due to the pandemic which have resulted in disturbances to attainment and progress for many of our children, particularly affecting those who are disadvantaged.  |
| 3 | **Speech and language / vocabulary / writing** Assessments (nursery and reception baselines), observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Poor oral language and vocabulary gaps have a negative impact on attainment and progress of writing.  |
| 4 | **Phonics and reading**Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 2019 External Phonics Data showed 69% of disadvantaged pupils passed year 1 phonics screening compared to 83% all other pupils. In year 2, 50% of disadvantaged pupils passed the phonics screening compared to 64% of all other pupils 2019 KS2 data showed that disadvantaged children achieved higher (78%) compared to all other pupils (73%) however due to Covid internal data now shows that gap has now widened and disadvantaged children are not preforming as well as all other children  |
| 5 | **Maths** Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, including maths.2019 KS2 data showed that disadvantaged children achieved higher (88%) compared to all other pupils (77%) however due to Covid internal data now shows that gap has now widened and disadvantaged children are not preforming as well as all other children   |
| 6 | **Limited cultural capital and enrichment activities** Based on our experiences and those of similar schools with similar socio-economic barriers to ours we recognise the importance of ensuring that our children are able to access and build their cultural capital through enrichment activities. Our assessment, observations and discussions with pupils and parents have highlighted that due to the pandemic there has been a significant reduction of first hand experiences which has impacted on subject knowledge, vocabulary and skills development. The vast majority of pupil premium children have limited life experiences outside the school environment. Therefore, due to their lower starting point this has an impact on the subject knowledge they can share with their peers and the skills they can draw on to enhance their learning. The lack of engagement of disadvantaged children to remote learning during the pandemic has had a negative impact on their digital knowledge, skills and progress. This is evident through strategic observation of pupil premium children compared to their non – pupil premium peers. Our disadvantaged children were less likely to have adequate access to ICT, a recent parent survey indicated that 20% don’t have access to a laptop or internet at home.  |

## 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.

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| Intended outcome | Success criteria |
| To sustain improved attendance for all our pupils, particularly our disadvantaged pupils  | St Anne’s attendance data is in line with national and local attendance data: Current data- National attendance figure: 95%Oldham’s attendance figure 94%Attendance for pupil premium at St Anne’s is: 94.75%Attendance for non - pupil premium at St Anne’s is: 93.91%(Autumn term 2021)* the overall absence rate for all pupils to continue being in line with National (95%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.
* The percentage of all pupils who are persistently absent being below 30% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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| To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:qualitative data from student voice (school council and mental health ambassadors), student and parent surveysCPOMS reports show decrease in EHWB alerts Children actively engaged in the new PSHE scheme A significant increase in participation in enrichment activities, particularly among disadvantaged pupils  |
| To improve children’s language acquisition and expand their vocabulary in order to access the curriculum and improve attainment and progress.  | Assessments and observations indicate significantly improved language acquisition, both oral language and written. among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including: Engagement in lessonFormative and teacher assessment Book scrutinyWeekly quizzing of topic specific vocabularyTarget tracker data NELI data / Welcomm data In house moderation Weekly quizzing GLD data (reception) PP Governor challenge Data governor challenge Observation of quality first teachingExternal KS data  |
| Reading and phonics data in line with non-disadvantaged children  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, lesson observations, book scrutiny and ongoing formative assessment.Phonics data shows disadvantaged children are inline with all other pupils KS2 reading outcomes show disadvantaged children are in line with all other pupilsGovernors challenge any fluctuation in data  |
| Maths data in line with non-disadvantaged children | Assessments and observations indicate significantly improved mathematical knowledge and skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, lesson observations, book scrutiny and ongoing formative assessment.KS2 maths outcomes show disadvantaged children are in line with all other pupilsGovernors challenge any fluctuation in data |
| To enrich the cultural capital of children in our school particularly those who are disadvantaged.  | All children have the same school - based opportunities to enrich their learning through a range of experiences. Evidenced by: Pupil voice (surveys, mental health ambassadors, school council)Parent voice (surveys) Subject leader feedback External provider feedback PP Governor challenge LTP, trips, visitors and experiences Weekly quizzes – indicating acquisition of subject specific knowledge and skills |

## 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: £ 112,454

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| External pupil premium review to monitor impact of our pupil premium spend to best support our disadvantaged children  CPD for the Senior leadership team.External provider: Excellence in Education.  | Cost: £1100This supports all pupil premium children Reports from Ofsted into the impact of the pandemic finds that children who were hardest hit by school closures and restrictions have regressed in some basic skills and learning. At St Anne’s many of the children hardest hit are those who are also disadvantaged. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.[Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning) | ALL |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | Cost: £ 1844The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.We employ a full-time attendance/Pastoral worker(5% of time of attendance officer’s time to deliver ongoing CPD to whole staff on how to improve school)This supports all disadvantaged children | Challenge number 1  |
| Retention of pastoral staff to support families who are vulnerable  | EEF recognises strategies that engage parents as having a 4 month progress impact in primary and up to 5 month progress impact in EYFS. [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)This supports all disadvantaged children | Challenge number 1 and 2  |
| Retention and appointment of Teaching assistants and teachers to make staff to pupils more favourable and allow for collaborative learning, small group learning in addition to allowing interventions to be run.  | Teaching assistants, when used effectively have a high impact on pupil outcomes. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assis> Furthermore, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assis> EEF recognises that collaborative learning approaches have a positive impact and have an average impact of 5 months of accelerated learning [Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches)EEF recognises that reducing class sizes and having smaller teacher to child ratios can have an accelerated progress of 2+ months. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&utm_medium=search&utm_campaign=site_search&search_term=class%20sizes> EEF recognises that small group tuition has an average impact of four months additional progress over the course of the year. [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | Challenge number 3,4,5  |
| External Educational Psychologist to deliver CPD and support children with both SEND and whom are disadvantaged  | Cost: £2620 **(**Match funded with SEND)Educational psychologist to support children and staff to ensure both SEND and disadvantaged make progress from their starting points. This provides support for 17 overlapping PP and SEND children  | Challenge number 3,4,5 |
| Purchase and implementation of new PSHE scheme and whole staff CPDPSHE scheme: Jigsaw  | Cost: £895There 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):[EEF\_Social\_and\_Emotional\_Learning.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | Challenge number 2 |
| External SEND agencies to support children with SEND and disadvantaged -QEST  | Cost: £1125 **(**Match funded with SEND)Supports overlapping PP and SEND children (currently 17 children)To support children and staff to ensure both SEND and disadvantaged make progress from their starting points | Challenge number 3,4,5 |
| Embedding Speech and language programmes in EYFS and KS1 Providers: * NELI
* Wellcomm: Oldham’s communication team
 | Cost: release cover to attend training £1500There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)WELLCOMM 21/22 CPD - freeNELI (reception) CPD – free These programmes support a high proportion of disadvantaged children in reception to improve speech and language  | Challenge number 3 |
| CPD Whole staff Guided Reading training to ensure quality 1st teaching of reading comprehension Provider: John Murray  | Cost: £950Research shows that explicitly teaching reading comprehension strategies has an impact of 6 months [https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm\_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm\_medium=search&utm\_campaign=site\_search&search\_term=reading](https://educationendowmentfoundation.org.uk/%20education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading)  | Challenge number 3,4 |
| CPD TA Guided reading and inference training Provider: John Murray | Cost: £595EEF recognises that reading comprehension strategies are high impact on accelerated learning of on average 6 months. [https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm\_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm\_medium=search&utm\_campaign=site\_search&search\_term=reading](https://educationendowmentfoundation.org.uk/%20education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assis> EEF recognises that small group tuition has an average impact of four months additional progress over the course of the year. [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | Challenge number 3,4 |
| CPD for maths teaching to ensure staff are planning and delivering maths programme in line with DFE and EEF guidance Numicon training for whole staff Provider: Numicon (Oxford Owl)  | Cost: £920The 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: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)This supports all pupil premium children  | Challenge number 5 |
| To purchase and external ICT Provider to deliver 12 months of CPD to staff in the classroom to ensure curriculum coverage and improve digital literacy for children  | Cost: £4000This supports all disadvantaged childrenDigital technology has been recognised by EEF as being able to accelerate learning by 4 months in EYFS[Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology)Research from the University of Cambridge recognises that t**he coronavirus lockdown risks turning the problem of digital exclusion into a catastrophe of lost education and opportunity for the UK’s most disadvantaged children.**<https://www.cam.ac.uk/stories/digitaldivide>  | Challenge number 6  |

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

Budgeted cost: £ *14,576*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted speech and language intervention: NELIDelivery of the Reception Nuffield Early Language Intervention Programme (NELI) is a 20-week programme designed to improve the oral language skills of children aged 4-5 in need of additional targeted support to develop their language. | Cost: £946EEF recognises that oral language interventions can have high impact for relatively low cost. With pupil outcomes of 6 months’ additional progress. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention>  | Challenge number 3 |
| To run a targeted speech and language intervention: Magic breakfast club  | Cost: £ 1650 Jan- July 22 weeks (Staff)EEF recognises that oral language interventions can have high impact for relatively low cost. With pupil outcomes of 6 months’ additional progress [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)The EEF found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1.<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast>  | Challenge number 3 and 1 |
| 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-  | Cost: School contribution to the school led tutoring programme: £3240A significant proportion of pupil premium children will be supported by the National Tutoring Programme. Targeted comprehension (inference) interventions (15 week programme): EEF recognises that reading comprehension strategies are high impact on accelerated learning of on average 6 months. [https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm\_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm\_medium=search&utm\_campaign=site\_search&search\_term=reading](https://educationendowmentfoundation.org.uk/%20education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading) Targeted phonics interventions commenced (15 week programme) 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:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) Targeted maths interventions commenced (15 week programme):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: [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | Challenge number 3,4,5 |
| Release teacher for 7 weeks to do Additional daily 1:1 RWI phonics sessions targeted at disadvantaged pupils who require further phonics support.  | Cost: £7000Phonics 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 EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)EEF sites that phonics has a positive impact overall with extensive research accounting for an additional 5 months’ progress. [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | Challenge number 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

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

Budgeted cost: £ 12,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide disadvantaged families with resources and support to access and engage with school such as: Parental workshopsUniform and equipmentResources eg: Flashcards and workbooks  | Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  | Challenge number 1,2,6 |
| To provide all children with opportunity to participate in Forest School  | Research shows that Forest school has a positive impact on communication, social skills and knowledge and understanding <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/>  | Challenge number 1,3,6 |
| Enhance cultural capital and increase first hand experiences, to raise aspirations, motivate and engage children, particularly those who are disadvantaged. For example: subsides trips and visitors; provide wealth of extra curricular clubs; to provide specialist teaching in music and ICT  | EEF recognises that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, which can account for accelerated progress of 3 months. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  | Challenge number 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £** 139 030

# 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.

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| Due to COVID-19, performance measures have not been published for 2020 to 2021. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these 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.Our assessments and observations indicated that pupil, 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, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.Although overall attendance in 2020/21 was around national average and there is only approximately 1% difference between disadvantaged and non disadvantaged pupils, it is vital that we continue to provide the support and targeted interventions to ensure the gap does not increase. We are aiming for the percentage of all pupils who are persistently absent being to be below 30% and the figure among disadvantaged pupils being no more than 10% lower than their peers. |

## 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*

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| --- | --- |
| Programme | Provider |
| Maths scheme of learning  | Whiterose maths  |
|  |  |

## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| 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 also commissioned a pupil premium review to get an external perspective. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order 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 and contacted schools with high-performing disadvantaged pupils to learn from their approach.We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and 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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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 over time to secure better outcomes for pupils.Strategy planning: * As part of our three-year pupil premium strategy plan we are planning to employ a speech and language therapist to provide support for pupils and also provide support for staff to implement speech and language strategies and further interventions
* Additionally, we are aiming to train EYFS staff and implement ELKLAN (speech and language)
* We are utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
* We will continue with our wider targets, 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.
 |