

# 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   | St Mary's Catholic Junior School     |
| Number of pupils in school  | 232                                  |
| Proportion (%) of pupil premium eligible pupils                         | 19% 44 pupils                        |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022                            |
| Date this statement was published                                       | December 2021                        |
| Date on which it will be reviewed                                       | WB 28.3.22                           |
| Statement authorised by   | Debby Rigby<br>Executive Headteacher |
| Pupil Premium lead  | Nicola Follin<br>John Daley          |
| Governor / Trustee lead   | Gill Tuck (PP governor)              |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £62,490 |
| Recovery premium funding allocation this academic year  | £6,670  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £69,610 |

# Part A: Pupil premium strategy plan

## Statement of intent

At the Federation of St Mary's Catholic Junior School, it is our intention that all children, regardless of their background or life experiences, make good progress by offering an exceptional quality of education through a curriculum that is ambitious. Our curriculum is designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers, year on year. We do all we can to ensure that all pupils are given the chance to achieve their true potential, including children in receipt of pupil premium who are already high attainers.

- We consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences.
- We provide opportunities for disadvantaged pupils to increase their Cultural Capital.

We identify the challenges our disadvantaged children's experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), and do not rely on assumptions about the impact of disadvantage.

Our strategy plan links closely with our school development plan and sports premium. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we aim to continue to invest in high quality CPD for all staff. Targeted Interventions are carefully planned for in-light of children's needs, including speech & language, reading and writing and maths. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance.

### **To ensure our approaches are effective we:**

- Ensure disadvantaged pupils are challenged in the work that they are 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

### **Aims of our PP strategy**

- Improve quality of teaching for all to ensure that the attainment gap between disadvantaged pupils and their peers is narrowed
- Promote excellent attendance and reduce the percentage of persistent absenteeism
- Promote well-being, mental health and safeguarding

## Challenges

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

| Challenge number  | Detail of challenge  |             |                     |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
|-------------------|--|-------------|---------------------|-----------------------|---------------------|-----------------------|-------------|------------|---------------|-----|-------|------|------|-------|------|-------------------|-----|-------|------|---------|------|------|-----|-----|--|---------|-----|-----|-----|--|--|-------|-----|-----|-----|----|--|
| 1                 | From teachers' assessments, gaps in learning have been identified across the curriculum, following the national lockdowns. We have identified the need for standardised assessments across the school to ensure that all gaps are known to us so that we can target intervention and support to maximum effect.  |             |                     |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| 2                 | <p>Attendance and punctuality data:</p> <p><b>Group Analysis by Vulnerability</b></p> <p>Period: 01/09/2021 AM to 11/12/2021 PM</p> <p>Whole School <span style="float:right">Percentages</span></p> <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>44</td><td>92.19</td><td>6.59</td><td>1.22</td><td>1.15</td><td>0.25</td></tr><tr><td>Not Pupil Premium</td><td>189</td><td>94.58</td><td>4.91</td><td>0.52</td><td>0.30</td><td>0.04</td></tr></table>   |             | Pupils in group     | Attendances           | Authorised Absences | Unauthorised Absences | Late Before | Late After | Pupil Premium | 44  | 92.19 | 6.59 | 1.22 | 1.15  | 0.25 | Not Pupil Premium | 189 | 94.58 | 4.91 | 0.52    | 0.30 | 0.04 |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
|                   | Pupils in group  | Attendances | Authorised Absences | Unauthorised Absences | Late Before         | Late After            |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Pupil Premium     | 44   | 92.19       | 6.59                | 1.22                  | 1.15                | 0.25                  |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Not Pupil Premium | 189  | 94.58       | 4.91                | 0.52                  | 0.30                | 0.04                  |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| 3                 | Social, emotional, mental wellbeing including self-regulation and resilience, and readiness to learn on arrival at school, have been impacted on by the coronavirus pandemic. Discussions with staff, parents and children all inform this decision. PP children appear more affected than their peers.  |             |                     |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| 4                 | Low level language skills and phonic knowledge is lower than expected in Y3 and Y4 PP children (RWI assessments Oct 2021). Staff need to update their phonic knowledge to ensure that teaching is high quality.  |             |                     |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| 5                 | The definition and awareness of the cultural capital and its benefits to increase the life chances of all pupils is an area highlighted in the School Development Plan. This is particularly relevant for our most disadvantaged children.   |             |                     |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| 6                 | <p>The gap between PP children and their peers in reading, writing and maths, although beginning to be diminished, needs to continue to be closed further.</p> <div><p>Attainment Overview for Pupils in class 3L, 3R, 4F, 4M, 5HM, 5RO, 6D or 6W, who are pupil premium - 2021-2022 Autumn 1 - Main Assessment</p><p>Legend: Well below Just below Expected Above No data</p><p>44 pupils - Average: On-track</p><table><tr><td>Reading</td><td>27%</td><td>20%</td><td>50%</td><td>2%</td><td></td></tr><tr><td>Writing</td><td>36%</td><td>34%</td><td>30%</td><td></td><td></td></tr><tr><td>Maths</td><td>30%</td><td>32%</td><td>39%</td><td></td><td></td></tr></table><p>44 pupils - Average: Just Below</p></div> <div><p>Attainment Overview for Pupils in class 3L, 3R, 4F, 4M, 5HM, 5RO, 6D or 6W, who aren't pupil premium - 2021-2022 Autumn 1 - Main Assessment</p><p>Legend: Well below Just below Expected Above No data</p><p>189 pupils - Average: On-track</p><table><tr><td>Reading</td><td>12%</td><td>20%</td><td>58%</td><td>11%</td><td></td></tr><tr><td>Writing</td><td>14%</td><td>32%</td><td>52%</td><td></td><td></td></tr><tr><td>Maths</td><td>13%</td><td>21%</td><td>59%</td><td>6%</td><td></td></tr></table><p>189 pupils - Average: On-track</p></div> | Reading     | 27%                 | 20%                   | 50%                 | 2%                    |             | Writing    | 36%           | 34% | 30%   |      |      | Maths | 30%  | 32%               | 39% |       |      | Reading | 12%  | 20%  | 58% | 11% |  | Writing | 14% | 32% | 52% |  |  | Maths | 13% | 21% | 59% | 6% |  |
| Reading           | 27%  | 20%         | 50%                 | 2%                    |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Writing           | 36%  | 34%         | 30%                 |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Maths             | 30%  | 32%         | 39%                 |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Reading           | 12%  | 20%         | 58%                 | 11%                   |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Writing           | 14%  | 32%         | 52%                 |                       |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |
| Maths             | 13%  | 21%         | 59%                 | 6%                    |                     |                       |             |            |               |     |       |      |      |       |      |                   |     |       |      |         |      |      |     |     |  |         |     |     |     |  |  |       |     |     |     |    |  |

## Intended outcomes

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

| Intended outcome  | Success criteria  |
|---|---|
| Gaps in learning identified using standardised assessments, high quality teaching and targeted interventions delivered to all.  | <p>Identified gaps addressed through high quality teaching</p> <p>Further assessments indicating significantly improved progress by PP pupils.</p>  |
| Improved and sustained attendance and punctuality by PP pupils diminishing the difference between them and their peers.   | <p>Half termly attendance data analysis showing improvements</p> <p>PP children arriving on time for school and ready to learn.</p> <p>Positive engagement with families, building aspirations and home learning.</p>   |
| Improved social, emotional and mental wellbeing, particularly self-regulation and resilience, and readiness to learn on arrival at school for all pupils, particularly our disadvantaged pupils.                      | <p>New RSHE curriculum (TenTen and Journey in Love) fully implemented across the school.</p> <p>Fewer behavioural incidences reported which have a link to self-regulation issues recorded on CPOMS.</p> <p>Pastoral lead supporting children and their families across the school</p> <p>Teachers able to discuss how ACES impact of life chances and learning.</p> <p>Teachers using TEACCH across the school</p> |
| Improved phonic awareness leading to increased reading attainment for disadvantaged pupils by the end of the academic year. This will increase their chances of attaining the expected standard by the end of Year 6. | <p>Reading outcomes show improvement and increase the chances of this year's Y3 and Y4 pupils reaching expected standard by end of Year 6.</p> <p>Consistent and confident use of Read Write Inc.</p> <p>NFER assessments/curves evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a reduction in the gap between all pupils and PP pupils in reading.</p>                |
| Clearly defined and increased awareness of cultural capital and its benefit to increase the life chances of all pupils.   | <p>PP pupils given a range of opportunities across the year to increase cultural capital.</p> <p>Pupil voice reflects these opportunities.</p>  |
| Gap narrowed between PP children and their peers in reading, writing and maths.   | <p>End of year outcomes show gap has narrowed in reading, writing and maths.</p> <p>NFER assessments/curves evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a diminished difference between all pupils and disadvantaged pupils.</p>  |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,714

| Activity   | Evidence that supports this approach  | Challenge numbers addressed |
|--|---|-----------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>To utilise NFER Curve Analysis to ensure that progress of all is prioritised.</p> | <p>EEF: Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of our disadvantaged pupils' levels of attainment is the first step.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tools.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tools.pdf</a></p>   | 1, 4, 6                     |
| <p>Train staff in RWI programme to secure stronger teaching in phonics for all pupils.</p>   | <p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> | 1, 4, 6                     |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational</p>   | <p>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):</p>   | 1, 2, 3, 4, 6               |

|  |   |                         |
|--|---|-------------------------|
| <p>practices and supported by professional development and training for staff.</p> <p>TEACCH CPD training for all staff</p>  | <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next">https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF Improving behaviour in schools Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF Improving behaviour in schools Report.pdf</a></p> <p><a href="https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/structured-teaching-teacch">https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/structured-teaching-teacch</a></p>  |                         |
| <p>Access to White Rose on-demand CPD (£420) to allow staff to develop their knowledge and understanding of maths key elements with reference to White Rose.</p>   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</a></p> | <p>1, 6</p>             |
| <p>Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> <li>• IDL (independent but children may need help to access)</li> <li>• SNIP – spellings</li> </ul> | <p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> <li>- Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points.</li> <li>- Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants.</li> <li>- Explicit links to classroom teaching made.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>   | <p>1, 2, 3, 4, 5, 6</p> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• White Rose follow-up maths</li> <li>• Handwriting (Write from the Start)</li> <li>• Socially Speaking</li> </ul> |  |  |
|---|--|--|

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

Budgeted cost: £ 6091

| Activity  | Evidence that supports this approach   | Challenge numbers addressed |
|---|--|-----------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support: additional teacher employed in Autumn Term. | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 4                           |
| Additional maths sessions   | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.<br><br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a><br><br><a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</a> | 1, 6                        |
| Handwriting breakfast session (daily)   | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</a><br><br><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine</a>   |                             |
| 1:1 reading sessions  | Linked with resilience to promote a love of reading and ensuring that children are heard read on a regular basis.  |                             |

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

Budgeted cost: £31,805

| Activity  | Evidence that supports this approach   | Challenge numbers 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 staff to develop and implement new procedures.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>.</p>  | 1-6                         |
| <p>Attendance officer to work with families.</p>  | <p>Following Covid lockdowns our school attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.</p> <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.</p> <p><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> | 2                           |
| <p>Contingency fund for acute issues.</p>   | <p>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.</p>  |                             |
| <p>Whole staff training on behaviour</p>  | <p>Both targeted interventions and universal approaches can have positive overall effects:</p>   | 1, 5, 6                     |



|  |  |  |
|--|--|--|
| management with a focus on social and emotional learning, with particular reference to ACES and the TEACCH approach. | <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/structured-teaching-teacch">https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/structured-teaching-teacch</a> |  |
| Appoint full-time Pastoral and safeguarding Manager to support families.   | <p>Ofsted's research into community relationships and EEF guidance on working with parents/carers.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>   |  |

**Total budgeted cost: £ 31,805 + £6091 + £31,714 = £69,610**

## 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.

#### **Attainment:**

Last year we delivered a quality CPD programme to all staff across a range of subject areas. This impacted on the development of our curriculum and the delivery of high-quality interventions. All year groups had a designated member of support staff assigned to their class full time to run catch-up interventions. However, despite this, the attainment of our disadvantaged pupils was lower than non-disadvantaged pupils, with the gap widening by the end of the Spring term following the second lockdown. Outcomes were notably lower in the areas of writing and maths. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. There were, however, some individual success stories where PP children engaged well and made good progress in many curriculum areas.

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. Our curriculum offer was predominantly live lessons through Teams. Disadvantaged children were offered technical support, DfE laptops and internet access dongles. We provided additional support to these families through socially distanced visits to the home, where we could talk through how to gain access to Teams. Our most vulnerable children were invited into school during the period of lockdown and where these children attended, we were able to support their emotional and social wellbeing. Many engaged well and some made good progress.

#### **Remote learning:**

We audited pupil's accessibility to technology at home and provided all pupils who required it with a laptop and dongle to ensure they could access their live daily lessons at home. We closely monitored the engagement levels of all our families working remotely during this period and ensured we had a daily check-in with them all, this included doorstep visits for those reluctant to engage. We sought feedback from our parents regarding the quality of our remote education offer via a questionnaire.

We remained in close contact with all our families in receipt of free school meals, and provided assistance in the printing and accessing of vouchers.

### **Pupils' wellbeing, social, emotional and behavioural needs:**

We completed wellbeing questionnaires with all our pupils on return to school (post-lockdowns) and although their feedback gave a positive picture overall, it was clear, through daily interactions, behaviours and observations, that not only had Covid lockdowns impacted on all our pupils' wellbeing and social, emotional and behavioural needs, it was even more acute for our children in receipt of pupil premium. On our return to school in September 2020, we completed a 'Back together' English and Art project, using high quality texts, to provoke discussions and allow time to celebrate being together as a school family again.

Our Pastoral lead provided a wide range of interventions and activities for our PP children in a specially designated room and liaised with families to increase attendance and engagement with school.

## **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*

| <b>Programme</b>                      | <b>Provider</b> |
|---------------------------------------|-----------------|
| Computing, Art and DT schemes of work | Kapow           |
| Come and See RE scheme of work        | Ten Ten         |
| Current affairs                       | Picture News    |

## **Service pupil premium funding (optional)**

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

| <b>Measure</b>   | <b>Details</b>   |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Teaching assistant small group interventions and pastoral support for Year 6 child |
| What was the impact of that spending on service pupil premium eligible pupils? | Both children making some progress in many areas                                   |