

SMMJ - Pupil premium strategy statement 2021-22

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

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Margaret Mary's Catholic Junior School
Number of pupils in school	477
Proportion (%) of pupil premium eligible pupils	29.8% (142)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	R Wilkinson & M Rawsthorne
Pupil premium lead	R Culley
Governor / Trustee lead	V Fillingham & S Boardman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,230 (<i>this includes Post LAC and 1 x service child</i>)
Recovery premium funding allocation this academic year	£20,010
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	£208,240
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our Pupil Premium children at St Margaret Mary's Catholic Junior School is that year on year, we raise their attainment. We strive to encourage them to become resilient and determined learners enabling them to become the best versions of themselves, equipping them with skills beyond the classroom.

This Pupil Premium strategy has been formulated from robust analysis of school data; internal standardised assessment data, attendance data, CPOMs behaviour logs, Read, Write Inc screening assessments, Pastoral Team meeting analysis as well as a review of what was and was not successful previously.

St Margaret Mary's Catholic Junior School's Pupil Premium Strategy aims to:

- Ensure that all children receive high-quality teaching.
- Raise the attainment of all children eligible for Pupil Premium, ensure achievement is at least in line or even better than the national by the end of KS2.
- Accelerate the progress of those children eligible for Pupil Premium across the whole curriculum.
- Provide high-quality, targeted academic support for those children identified as not making the expected progress and those who are currently below the expected standard.
- Ensure that those children eligible for Pupil Premium in Lower KS2 have a sound phonics knowledge.
- Reduce the PA figure for those children eligible for Pupil Premium.
- Develop systems and initiatives that will support our children's resilience, behaviours that challenge, wellbeing and mental health.
- Ensure that ALL our children have access to cultural capital activities to enhance their educational experiences.

The impact of the Pupil Premium Strategy will be monitored through:

- Analysis of NFER standardised assessments in the Autumn and Summer term.
- Analysis of Spring term teacher assessments.
- Pupil Progress meetings/review of class action plans each term.
- Regular Pastoral Team meetings - four week cycle.
- Regular Attendance meetings with a graduated response to children falling below 97% expectation - weekly cycle.
- Reviews of individual children's progress within targeted intervention progress.
- Triangulated monitoring of quality teaching across the school.
- Monitoring teaching of targeted intervention groups.

- Analysis of THRIVE data produced by online assessments with targeted children.
- Pupil voice questionnaires completed by Pupil Premium children during the summer term.
- Termly monitoring feedback, written by the headteacher, which is shared with all staff.
- Reviews of the School Development Plan on a termly basis.

The principles which underpin our plan are:-

- That the pupil premium plan will align with all other school planning procedures
- That all staff will be made fully aware of the plan and how it relates to their roles and responsibilities
- That governors will be kept fully informed in line with their responsibilities
- That actions will be evidence based, closely monitored and evaluated in line with clearly defined robust methods of measurement.
- That parents will be encouraged and included to ensure a seamless programme of support.
- That flexibility will be built into planning in order to ensure swift responses to changes in the local and national context,

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics. Summer Standardised NFER 2021 data shows that although our Lower Key Stage 2 Pupil Premium children made progress, they are still currently not in line with their non-Pupil Premium peers. In Yr 5 & 6 a small percentage of Pupil Premium children's attainment has dipped in writing and maths and although they have made progress in reading it is still not in line with non-Pupil Premium peers. (Whole School Pupil Premium Internal Data inserted on p18)
2	The Persistent Absentee figures for Pupil Premium Children. Summer 2021 attendance data shows that punctuality and attendance of PP children has improved. The data shows an increase over the last three years. However, there is an increase in the number of Pupil Premium children who reached PA status. (Pupil Premium Attendance Data inserted on p22)
3	Through weekly discussions in Pastoral Team meetings and analysis of CPOM logs, it has been highlighted that there are low levels of

	resilience for some of our eligible children, their lack of communication and conflict resolution skills.
4	Through weekly discussions in Pastoral Team meetings and analysis of CPOM logs the poor emotional wellbeing and mental health of some of our most vulnerable children has been highlighted.
5	The accessibility of cultural activities for our children. School would like to offer places on educational visits to our families who need financial support. With the impact of COVID and the support offered to families over the past 18 month period, as a school, we feel there will be an increasing number of families who will struggle to finance organised educational visits that will support the child's learning experience.

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
<p>The attendance and punctuality of our Pupil Premium children will be in line with their non-Pupil Premium peers.</p> <p>This will be measured by weekly attendance analysis.</p>	<ul style="list-style-type: none"> Weekly attendance meetings (Headteacher, Deputy Headteacher, Learning Mentor, Attendance Officer) will show evidence of improved attendance of PP children and reduced numbers of PP children who are persistent absentees. Regular (1-year group every four weeks) Pastoral Team meetings will show evidence of improved punctuality of PP children. Using a graduated approach school will engage with our most vulnerable families to offer support and challenge, where necessary, to improve the attendance and punctuality of identified children.
<p>The attainment of our Pupil Premium children will be in line with or better than their non-Pupil Premium peers.</p> <p>This will be measured by termly NFER assessments and pupil progress review meetings</p>	<ul style="list-style-type: none"> The percentage of PP children achieving ARE and above will have improved from 2019-2020 data. Academic mentors will be deployed to Lower KS2 to facilitate small group interventions. Evidence of progress will be seen in the Pastoral Team meetings and termly assessments.

	<ul style="list-style-type: none"> • TAs will be deployed in a subject area of their strength to facilitate small group interventions such as; 1st Class @ Number, Read, Write Inc, Daily Reading, Pre teaching, misconceptions teaching, Fresh Start, booster sessions. Evidence of progress will be seen in the Pastoral Team meetings and termly assessments. • During morning sessions, TAs will be deployed to provide in class support for English, Mathematics and Guided Reading. Evidence of progress will be seen in the Pastoral Team meetings and termly assessments. • Identified children in Yr 3 & 4 will be set for Read Write Inc phonic intervention. • 6 weekly assessment checks will show that children are making progress through the different Read, Write Inc stages. • Class teacher will monitor individual engagement with accelerated reader, the number of books the children read and their comprehension progress through the online assessment tasks.
<p>Children will be able to listen and respect each other. They will be clear thinkers and make responsible and deliberate judgements.</p> <p>This will be measured by CPOMs analysis and pupil progress reviews</p>	<ul style="list-style-type: none"> • There will be a decrease in the number of aggressive and negative behaviour CPOM logs. These will be analysed at Pastoral Team meetings. • Philosophy for Children sessions in classes will see an increase in individual participation. • Philosophy for Children sessions will show a growing ability of children to articulate their thoughts. • Philosophy for Children sessions will show an increased level of respect between children who have opposing ideas inside and outside of the classroom.
<p>Every child eligible for Pupil Premium will have the same access to educational visits that their non-Pupil Premium peers have.</p>	<ul style="list-style-type: none"> • A higher percentage of PP children will be able to access cultural / enrichment activities

<p>The impact of this will be measured by pupil and parent feedback and pupil progress measures in the associated curriculum areas.</p>	<p>without placing financial pressure on families.</p>
<p>Our most vulnerable children will have improved wellbeing and mental health.</p> <p>This will be measured by CPOMs analysis, pupil attendance and engagement and individual reviews.</p>	<ul style="list-style-type: none"> ● A member of SLT will have completed the Leading Emotionally Healthy Primary School training. ● The Learning Mentor and Deputy Headteacher will have completed the Lead Practitioner training. ● All staff in school will have received initial Thrive induction training to raise awareness of the approach. ● The most vulnerable children will have been identified and will have been assessed using Thrive online screening tool. ● Thrive Reparative sessions will have begun for identified children needing this intervention. ● September 2022- Staff will begin to use the Thrive assessment screening tool with their classes. This will generate a tailored action plan to address right-time emotional and social learning. This level of work will be incorporated into daily routines and structures. ● September 2023 - Additional Lead Practitioners will be trained to build on capacity to deliver the THRIVE approach. ● Thrive screening data along with attainment and progress data will demonstrate an improvement in the targeted children’s emotional wellbeing alongside their academic progress.

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: £88,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supply teacher 2 days a week to further reduce attainment gaps in eligible Year 5 pupils.</p> <p>For two mornings a week the 4 classes in Yr 5 will become 5 classes. These classes will be set according to ability and children will focus on basic skills in Maths and grammar skills in English. There will be a specific focus on eligible pupils.</p> <p>For the two afternoon sessions. The supply teacher will release Yr 5 staff to deliver intervention sessions to targeted children.</p>	<p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’.</i> (EEF Guide to The Pupil Premium p5).</p>	<p>1</p>
<p>Metacognitive strategies and self regulated learning have informed our school curriculum. The Curriculum lead has allocated time to each subject lead to ensure these strategies thread through our school curriculum.</p>	<p><i>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. Metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard</i></p>	<p>1 3 4</p>

<p>Development of; communication, creativity, independent thinking, questioning, reflection, transferring skills, working together, shared language of learning along with Growth mindset are also threaded through. This year allocated time will be set to monitor the impact of these learning skills against attainment and progress.</p>	<p><i>to transfer these generic tips to specific tasks. (Metacognition and Self-Regulated Learning -EEF)</i></p>	
<p>Support for Early career teachers Ongoing training and support for 1 member of staff.</p>	<p><i>'The ECF represents the opportunity to incorporate the best available research evidence into the support offered to the teaching profession and to develop mentoring and coaching practices in schools. It aims to support teaching quality by further developing the core knowledge and professional skills early career teachers need in five core areas of teaching practice: assessment, curriculum, behaviour management, pedagogy, and professional behaviours.'</i> (Early Career Framework – three key insights for school leaders to help support their newest teachers. Shelby Roberts 2021)</p> <p><i>It is hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. (EEF</i></p>	<p>1</p>

	Effective Professional Development. Three recommendations for designing and selecting effective professional development 2021)	
<p>School is a member of the Central Area Collaborative of schools in Knowsley which provides a wide range of effective CPD. Staff will be released to attend relevant training sessions. (curriculum, teaching and learning, pedagogy and assessment) They will then be given allocated time enabling them to prepare and disseminate the learning to school staff.</p>	<p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF Effective Professional Development. Three recommendations for designing and selecting effective professional development 2021)</i></p> <p><i>The two factors with the strongest evidence of improving pupil attainment are:</i></p> <ul style="list-style-type: none"> •<i>teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</i> •<i>quality of instruction, which includes using strategies like effective questioning and the use of assessment</i> <p>(What makes Great Teaching- Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major 2014)</p>	1
<p>1 x teaching staff, Headteacher & Assistant Headteacher will receive Read Write Inc induction session. 1 x teaching staff will access all relevant online training and disseminate the training to all relevant LK2 staff. Appropriate resources will be purchased to fully support the programme. All Yr 3 children will be assessed, those</p>	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns.</i></p> <p>(EEF -Phonics)</p>	1

<p>who require phonics intervention will be set into the relevant staged groups. They will receive 5 sessions of intervention a week. Those Yr 4 children who have fallen behind in other year groups will be screened and placed into appropriate staged groups to receive intervention.</p>		
<p>The release time of The Assistant Headteacher to monitor the quality of teaching and learning alongside the Headteacher. This process involves a triangulated approach of; observing lessons, looking at children's books and reviewing planning with the specific subject lead.</p>	<p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i>. (EEF Guide to The Pupil Premium p5).</p>	<p>1</p>
<p>The continued purchase of Power Maths resources to raise attainment and accelerate progress in Maths.</p>	<p><i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. (Mastery Learning EEF)</i></p>	<p>1</p>
<p>The continued subscription with iTrack will enable staff to; record standardised assessment data in Autumn and Summer</p>	<p><i>Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it</i></p>	<p>1</p>

<p>and TA assessment in Spring, analyse progress/attainment, monitor the impact of targeted intervention and review the needs of every child.</p>	<p><i>provides. Common reasons for using assessment include:</i></p> <p><i>Tracking of pupil progress to inform school-level decision-making.</i></p> <p><i>Identifying ideas and concepts which might need revisiting or re-teaching by the class teacher.</i></p> <p><i>Highlighting pupils whose misunderstandings or misconceptions require targeted individual support through intervention or tutoring. (High-quality teaching- EEF)</i></p>	
<p>The Accelerated Reader programme will continue to be used across the whole school.</p> <p>Children will regularly be assessed on the book they select (class free reading library books are coded. Children can clearly see what book they should select according to their progress.)</p>	<p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i></p> <p><i>(Reading Comprehension Strategies EEF)</i></p>	1

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

Budgeted cost: £60,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver and monitor targeted academic support (1 to 1 groups, small group intervention, classroom teaching)</p>	<p><i>'Evidence consistently shows the positive impact that targeted academic support can have, when they are used carefully, including for those pupils who are not making</i></p>	<p>1 2 3 4</p>

<p>and in-class support)- Specific TAs used for specific intervention, where a strength has been observed by SLT.</p>	<p><i>good progress across the spectrum of achievement.'</i> (EEF 2021)</p> <p><i>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. (High-quality one to one and small group tuition EEF)</i></p>	<p>5</p>
<p>Ensure that the appropriate support staff receive training to deliver Read, Write Inc</p>		
<p>All TA staff will support reading, writing and mathematics within the classroom every morning. They will be deployed by the class teacher supporting and challenging identified children.</p>		
<p>Academic Mentors deployed to support the academic progress of targeted PP children in Yr 3 & Yr4</p>		
<p>32 (22.5%) of children who are Pupil Premium and SEND will receive specialist teaching support from Knowsley's Central Primary Support School. (SpLD)</p>	<p><i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</i></p> <p><i>The intensity of intervention (from universal to targeted to specialist) should increase with need.</i></p> <p><i>Interventions should be carefully targeted through identification and assessment of need. (Special Educational Needs in Mainstream Schools -EEF)</i></p>	

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

Budgeted cost: £58,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance and punctuality of disadvantaged children through strategic intervention and monitoring of impact.</p> <p>Weekly Attendance meetings will be held with Headteacher, Deputy Headteacher, Learning Mentor and Attendance Officer to analyse attendance data, identify specific children and determine actions.</p> <p>Provide a 'pick-up' service using the school minibus for families who may need particular support; pastoral, attendance, punctuality, COVID isolation.</p>	<p><i>'Evidence shows that securing excellent attendance at school is key to ensure positive outcomes for children and young people. Missing lessons leaves students vulnerable to falling behind, creating gaps in their learning, and diminishing their self-confidence'.(Knowsley Attendance Handbook pg3 2021-2024)</i></p> <p><i>There's a clear link between poor attendance and lower academic achievement:</i></p> <ul style="list-style-type: none"> ● <i>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</i> ● <i>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</i> <p>(DfE research statistics 2012)</p> <p><i>Pupils with persistent absence are less likely to stay in education. The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. (Research into how attendance can impact attainment (The Key for School Leaders 2019)</i></p>	<p>3</p>
<p>Regular Pastoral Team meetings will enable SLT, along with year groups, to monitor our</p>	<p><i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With</i></p>	<p>1 2 3 4</p>

<p>disadvantaged children (attainment, attendance, behaviour, pastoral etc) These meetings will continue to take place every four weeks, focussing on a specific year group each week.</p>	<p><i>the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. (Wider Strategies- EEF)</i></p>	<p>5</p>
<p>Ensure that teaching and level 3 support staff receive training to deliver Philosophy for Children (P4C)</p>	<p><i>'P4C, is an approach to teaching and learning, in which children take part in philosophical enquiry. It enhances thinking and communication skills, boosts confidence and self-esteem, and improves behaviour and well-being.'</i> (Sapere P4C)</p> <p>A large-scale study was carried out in 2001 in which children experienced one P4C session a week. The research showed that pupils <i>achieved significant gains in verbal and non-verbal reasoning, as well as improvements in listening, communication, behaviour, questioning, reading and understanding. It also showed a statistically significant increase in children's IQ scores over a period of a year, compared with no increase in the scores of the control group.'</i> (2001, Professor Keith Topping of Dundee University and educational psychologist Steve Trickey)</p>	<p>4 5</p>
<p>Introduce the Thrive model to monitor and improve behaviour and resilience</p>	<p><i>'Thrive is a DfE quality assured provider of Senior Mental Health Lead training for schools and colleges looking to embed a whole-setting approach to emotional health and wellbeing for all children and young people. The model is an established neuroscience, child development and attachment theory.'</i> (Thrive)</p> <p><i>'Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour,</i></p>	<p>4 5</p>

<p>Analyse Thrive and CPOMs data to measure the impact of Thrive programme for those identified children.</p>	<p><i>relationships, self-confidence and attendance.'</i> (McGuire-Snieckus et al 2015)</p> <p><i>Attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. (Life skills and enrichment. Improving the teaching and learning of life skills and enrichment -EEF)</i></p>	
<p>Financial support to enable PP children to access cultural experiences that enrich the school's curriculum.</p> <ul style="list-style-type: none"> ● Residential trips in Yr 5 & 6 ● Curriculum enrichment activities ● Extra curricular, paid activities (external providers) <p>Provide Breakfast and After School Club free of charge for those families who require support financially or with attendance and punctuality.</p>	<p><i>'In the US, the richest families now spend 7 times more on 'out of school enrichment' than the poorest families, a much bigger gap than 40 years ago. All the data point to a similar gap in the UK. Therefore, the role of schools as places of cultural and social as well as academic learning have become even more critical. The Trust recommends that schools' pupil premium money could be used for enrichment to offer middle class experiences to those who actually need them most.'</i> (Creating Cultural Capital-Lee Elliot Major 2015 The Sutton Trust)</p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment. (Life skills and</i></p>	<p>1 4 5</p>

	enrichment. Improving the teaching and learning of life skills and enrichment -EEF)	
<p>The school's learning Mentor and SENCo will continue to provide Lunch Club 3 x week. This provision enables some of our most vulnerable children to access a supportive and nurturing environment during (what can be for them) the busy lunch times.</p> <p>The school's Learning Mentor will continue to support specific children identified for 1 to 1 sessions. These children will be reviewed and monitored on a regular basis to monitor the impact and develop emotional literacy.</p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (Social and Emotional Learning EEF)</i></p>	<p>3 4</p>

Total budgeted cost: £207,994

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Objective 1 : Effective, quality teaching for all groups of pupils. Pupils will attain in line with their non-PP peers.

Objective 2: Pupil Premium children will make good or better progress in reading.

Pupil Premium Attainment - 2020/2021

	Reading				Writing				Maths			
	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Spring 2020												
At or above:	50%	53%	53%	55%	50%	50%	53%	39%	61%	64%	58%	55%
Non pp	62%	80%	77%	84%	45%	72%	74%	80%	53%	76%	83%	82%
Gap	12%	27%	24%	29%	5%	22%	21%	41%	8%	12%	25%	27%
Autumn 2020												
At or above:	43%	53%	53%	38%	39%	34%	37%	33%	43%	59%	47%	33%
Non pp	54%	75%	76%	81%	51%	66%	64%	68%	45%	71%	74%	70%
Gap	11%	22%	23%	43%	12%	32%	27%	35%	2%	12%	27%	37%
Spring 2021												
At or above:	50%	38%	49%	67%	47%	38%	49%	40%	60%	44%	51%	40%
Non pp	65%	73%	79%	89%	64%	65%	67%	79%	72%	64%	63%	74%
Gap	15%	35%	30%	22%	17%	27%	18%	39%	12%	20%	12%	34%
Summer 2021												
At or above:	68%	59%	55%	68%	56%	44%	50%	48%	70%	56%	48%	55%
Non pp	71%	84%	76%	86%	66%	69%	69%	75%	71%	73%	60%	79%
Gap	3%	25%	21%	18%	10%	25%	19%	27%	1%	17%	12%	24%

- Every PP child received intervention determined by their individual needs. This may have been small groups session, 1 to 1 support, in class support, Rock Band, Academic Mentor etc. As a result of this, the attainment data above shows the gap has decreased in reading across all year groups, in writing in Year 3 and 6 and maths in Year 3.

Next steps:

Moving forward the current Year 5 PP children need to be targeted for Writing and Maths, Year 6 PP children need to be targeted for Writing and Maths. These

children will be targeted and monitored through the four weekly Pastoral Team meetings during this academic year.

- 116 Chrome books were provided on loan to Pupil Premium children during school closure to support remote learning. As a result of this, the number of Pupil Premium children engaging with the school's remote offer was significantly higher in the second lockdown period.
- The following figures show the number of Pupil Premium children who voluntarily accessed lunchtime support to complete homework tasks: Year 3 15 children, Year 4 - 10 children, Year 5- 14 children, Year 6- 10 children. As a result this contributed to improved self esteem for these children. They achieved success in completing homework tasks that they otherwise would not have completed at home.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Peer Review	Challenge Partners
Excellence for Everyone	Challenge Partners
Read to Write	Literacy Counts
Power Maths	Pearsons
DESTY Programme	Education Desty

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Yr 3 child received in class support Yr 3 child received Excellence for Everyone intervention
What was the impact of that spending on service pupil premium eligible pupils?	In class support and movement breaks enabled a Yr 3 child to stay on task for

	<p>longer periods of time and access the curriculum</p> <p>A Yr 3 child displayed increased confidence when speaking in class and engaging in lessons.</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Objective 3: Pupils' confidence, resilience and self-belief are secure enough that the children are effective learners. (post COVID impact)

- Pastoral Team meetings have enabled regular meetings to monitor attainment, attendance, punctuality and behaviour and attitude to learning. These teams will continue 2021-22 to further reduce persistent absence amongst our disadvantaged pupils. As a result attendance and punctuality have greatly improved.

Next Steps:

Reduce the number of Pupil Premium children who reached persistent absentee status.

- Every child identified for Pastoral Support has a named member of staff to provide support and to feedback to the team. This has resulted in improved relationships with adults in school, improved attendance and attainment within intervention sessions.
- Due to the lack of additional funding required for a 'Nurture Base' this was not created. However, our Learning Mentor has now moved base to a larger space on the ground floor. From September 2021.
- Staggered lunch times (one year group on the yard at a time) have resulted in a reduced number of negative behaviour issues on the playground; this will remain in place for 2021-2022.
- Due to COVID restrictions, school were unable to begin the KABs programme.

Objective 4: Reduce/support persistent absenteeism for PP pupils. PP pupils' absence rates to be in-line with non PP pupils.

Punctuality data:

Late Marks for 2018-19- 779

Late Marks for 2019-20 – 985

Late Marks for 2020-21- 367

Attendance data:

Whole school attendance 2018-2019- 96.6%

PP attendance 2018-19 -95.74%

Whole school attendance 2019-20 – 95.9%

PP attendance 2019-20- 94.8%

Whole school attendance 2020-21-96.5%

PP attendance 2020-21- 96.5%

PA data:

2018-2019- Whole school figure for children who reached PA status– 31 (10 of which were PP)

2019-2020- Whole school figure for children who reached PA status - 44 (19 of which were PP)

2020-2021 Whole school figure for children who reached PA status- 45 (24 of which were PP)

- Punctuality and attendance of PP children has increased. Both figures are above the previous two years. There is an increase in the number of children who reached PA, these children will be targeted within pastoral team meetings and Team Around the family meetings will commence in September 2021
- Two families accessed Breakfast Club which has improved their punctuality.

Objective: 5 Strengthening of Home / School partnership for the benefit of children's engagement in school.

- Power of Parenting sessions were unable to take place due to COVID restrictions. These sessions are planned to begin in Autumn term 1 2001.
- Four weekly phone calls took place to congratulate parents on improved attendance and punctuality, this has resulted in continued improvements in relationships with families. The SLT greet families at the school gate every morning. This has been an invaluable means to develop positive relationships with parents.
- At the end of the school year the SLT received numerous messages of thanks for the support their child/ children have received during a very difficult 18 months.