

# 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 Magdalene Catholic Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rosemarie Jones (Headteacher)
Pupil premium lead	Rosemarie Jones (Headteacher)
Governor / Trustee lead	Zuzana Burnett (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,870
Recovery premium funding allocation this academic year	£28,534
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,404

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils needs are met whilst allowing them to feel safe and valued to enable them to make progress and achieve their greatest potential. The focus of our pupil premium strategy is to have high standards and ambitions for disadvantaged children, including providing support for those who are already high attainers. Our intention is therefore, that all disadvantaged children make good progress and achieve high attainment across all subject areas.

We aim to inspire children to aim high, understanding that anything is possible in our ever-changing world and provide them with the life-skills and knowledge to succeed. We aim to achieve this by providing high quality teaching, personalised educational support and offering opportunities that disadvantaged children would otherwise not have access to. Through these actions, not only will we will see impacts for disadvantaged pupils; but all pupils will benefit from this.

Our strategy is also vital in supporting wider school plans for education recovery, notably in its support through targeted disadvantaged interventions and additional catch up sessions offered by class teachers across the school. This targets those pupils whose education has been worst affected, including non-disadvantaged pupils also.

Our approach will be embedded in assessment of pupil's challenges and individual needs, which will be identified through both formal and informal assessments.

To ensure staff are effective they will:

- Ensure early intervention is established as a response to identification of need
- Ensure the work set for disadvantaged pupils is appropriate for their ability, yet challenging, including targeted support for disadvantaged children with additional needs (e.g. small group English and Maths support) and sufficient challenge for those more able disadvantaged pupils.
- Adopt a whole school approach in which all staff are accountable for the progress and attainment of disadvantaged pupils and continue to raise expectations of what they can achieve.
- Provide pupil premium children with necessary equipment
- Family support to be offered to support social and emotional development so that children feel confident and motivated to engage with their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, discussions with pupils and observations demonstrate children are below and significantly below average starting points on entry particularly in oral language skills, which has been further impacted by lockdowns. Throughout the school there is an evident social communication, vocabulary and language gap, between disadvantaged and non-disadvantaged pupils.
2	Assessments, discussions with pupils and observations indicate a low level of basic skills – specifically phonics, early reading and early maths. With these being the foundations of pupil’s education, children must be secure in these skills to be able to make good progress; however, there are notable discrepancies between disadvantaged and non-disadvantaged pupils in basic skills.
3	Teacher assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. Disadvantaged pupils have lower starting points on entry, resulting in this gap between them and their non-disadvantaged peers.
4	Children including those that are HA require support with the understanding and interpretation of mathematical vocabulary.
5.	A small number of disadvantaged children and families experiencing trauma, crisis and/or emotional difficulties (some with external support or early help support depending on circumstances). This has been more evident following periods of school closures and lockdown. This affects their learning, behaviour, attitudes and attendance in school.
6.	Large majorities of disadvantaged pupils are coming to school without sufficient resources and necessary equipment to be able to access the full curriculum.
7.	<p>Our assessments (including well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for Family Support Worker time have increased during the pandemic, 20 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, and some receiving small group interventions.</p>

## 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
Improved oral skills and outcomes for GLD at the end of EYFS. Improved vocabulary and language skills for disadvantaged pupils across the school.	Early years assessments will indicate that the gap between disadvantaged and non-disadvantaged pupils' is closing particularly in oral language and vocabulary.
An increased number of disadvantaged pupils reaching the expected standard in the year 1 Phonics check and in reading and maths at the end of KS1.	End of KS1 formal assessments will demonstrate that more disadvantaged children have achieved expected standard or above in reading and maths. The phonics screening check will also show that the gap is closing compared to national levels of children reaching the pass mark and above.
An increased number of disadvantaged pupils reaching the expected standard in writing at the end of KS1.	Teacher assessments, book scrutiny and internal moderation shows more disadvantaged children are achieving expected or above in writing at the end of KS1.
Children are more confident and secure in their understanding and interpretation of mathematical vocabulary which results in better outcomes and improved reasoning skills.	Through both informal and formal assessments, observations and mathematical talk in the classroom and pupil voice, confidence will have visibly increased and impacted positively on the outcomes of disadvantaged pupils in mathematical assessments- particularly reasoning.
Improved attendance for all pupils including disadvantaged.	An overall increase in school attendance at the end of the academic year (school target: 98%). A 15% reduction in the gap between disadvantaged and non-disadvantaged pupils' attendance (nationally and in school). A reduction in the percentage of persistent absentees who are also disadvantaged so that school's overall attendance meets the target.
Disadvantaged children have access to programmes to raise self-esteem, ensure emotional well-being, and readiness to learn. Children's well-being and resilience to learning improves and therefore provides them with the tools to attend school and fully access the curriculum. (Family Support Worker)	Sustained high levels of well-being demonstrated by pupil voice, parent voice (parent questionnaires) and teacher observation, behaviour around the school and towards staff and pupils.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 95% of disadvantaged pupils met the expected standard.
Improved maths attained for disadvantaged pupils at the end of KS2.	The percentage of children eligible for PP will increase to 95% and be provided with PP funds to support them in school to be able to fully access the curriculum, support for developing and understanding maths and vocabulary.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/5 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• access to and support from the Family Support worker has resulted in greater engagement with school by disadvantaged families</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 61,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Continue with Read Write Inc which is a DfE validated Phonics programme.</p>	<p>Our Phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2
<p>Purchase White Rose maths to raise maths and enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3, 3

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources.		
<p>Improve the quality of social and emotional learning.</p> <p>New approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (EEF)</a></p>	5

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

Budgeted cost: £ 28,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in NELLI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>NELLI training and delivery of programme</p>	1, 4
Train staff in the use of additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered 4 times per week for 30 minutes, in addition to their daily morning phonics session.	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 of up to 12 weeks:	2

## Wider strategies (for well-being and improving capital culture)

Budgeted cost: £28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	6, 7
Improve the children's well-being by expanding their life experiences beyond the curriculum. Fund the participation of disadvantaged pupils in visits and events. Representatives for Worktree.	School based staff have an excellent knowledge of our families and their circumstances. As a consequence of our cultural programme we are hopeful that visits to companies such as Network Rail, Pizza Express etc the aspirations of pupils and parents will rise, the opportunity to talk to people from different backgrounds and careers.	6, 7

**Total budgeted cost: £90,404**



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At St Mary Magdalene, we have the highest aspirations for our pupils.

Our intention is that all pupils, irrespective of their background, the high deprivation of this area, the spectrum of challenges they face in light of and regardless of this pandemic, make at least good progress and achieve high attainment across all subject areas.

Historically, school trends in achievement and attainment of all pupil groups have been high (see tables below for last published data).

We will continue with this focus of high aspiration for all and the priority that our pupil premium strategy will continue to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will continue to monitor and track progress, to analyse the impact of interventions and whole school approaches, to ensure our evaluations indicate appropriate action planning.

We will continue to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our School Development Plan continues to be high quality teaching supporting our equally high quality curriculum offer, 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.

It is essential that we offer opportunities for pupil catch up for **all pupils** and that our recovery curriculum serves the learning for all. We have documented in our COVID SEF, the extensive impact on pupil attendance, above the lost time in school for all pupils, and analysed absences in each cohort. In line with missed units of work, we have adapted our curriculum accordingly, for all pupils, including those disadvantaged.

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

Our approach will be strategic, and well planned – 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

## 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.

Our internal assessments during 2020/21 suggested that some of the disadvantaged children were performing lower than non-disadvantaged children. Because of the disruption caused in the education of children due to the pandemic, the outcomes for these children were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our school 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 the use of online resources such as those provided by Oak National Academy and White Rose Maths.

Our assessments and observations indicated that pupil behaviour, well-being 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 well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Challenges

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

Challenge number	Detail of challenge
1	This Development Plan outlines the whole school priority of focusing on the underdeveloped oral language skills and vocabulary gaps among our pupils, including many disadvantaged pupils. Assessments, observations, and discussions with pupils indicate this. These are evident from Reception (where a high proportion currently refrain from speech) to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading –current Y2 and Y3 groups. Language and communication difficulties assessment and observations indicate more than 63% have gaps in vocabulary under developed language skills.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures, and further absence due to long periods of isolation, to a greater extent than for other pupils. These findings are supported by national studies which has created low self esteem and difficulties in explaining their feelings. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.
4	We know for our current year 6 cohort our assessments (including GL assessments), observations and discussions with pupils and families have identified some extreme social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure ( and extended periods during cohort isolation). These challenges particularly affect disadvantaged pupils, including their attainment.
5	Poor parental engagement in support early reading and general language acquisition.
6	This has been prioritised from the onset of this academic year, with budget allocated specifically for mental health support from specialist external providers

## Intended outcomes 3 Year Plan

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
Improved oral language skills and vocabulary among disadvantaged pupils across the school	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, book scrutiny, relevant speech and language intervention and ongoing formative assessment.
Improved phonics skills for Reception and Key Stage 1 disadvantaged pupils	2023-24 Year 1 phonics scores in PSC will indicate school standards for disadvantaged pupils at least in line school non disadvantaged pupils. Year 1 PSC will show disadvantaged pupils performing higher than disadvantaged nationally and non disadvantaged nationally.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils will have met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils will have met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2023/24 demonstrated by:
particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• GL emotional literacy assessments in Key Stage 2 indicating improved pupil wellbeing</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• Whole School Attendance to reach 98%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than their peers.</li> </ul>

## Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average attainment scores in KS2 Reading	July 24
Progress in Writing	Achieve national average attainment scores in KS2 Writing	July 24
Progress in Mathematics	Achieve national average attainment scores in KS2 Writing	July 24
Phonics	Achieve national average expected standard in PSC for Y1 and Y2 pupils	July 24
Other	Improve attendance of disadvantaged pupils to LA average (currently 94.7%) Reduce PAs of disadvantages pupils (currently 15%)	July 24

## 2023-2024

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. This academic year we will continue to implement NELI Project (Reception and Y1), Whole school Vocabulary project to explicitly extend pupils' spoken vocabulary. Targeted reading aloud and discussion with younger children. Reading for pleasure and reading skills to promote focused dialogue</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3
<p>Continued use of implementation of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Continue whole school CPD and use of RW1 (introduced March 2021). 1:1 lessons to plug any phonics gaps early morning and afternoon extra TA.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

Improved reading and comprehension skills of Key Stage 2 pupils	Reading Offer to continue as a priority with strong emphasis on timetables reading for Pleasure and structured reading comprehension skills in Key Stage 2. Whole School focus on RFP and progressive reading skills has proven effective and impactful on all areas of learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</a>	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<a href="#">Improving Mathematics in Key Stages 2 and 3</a> Implementation of Catch Up Number in Y3 Implementation of Mastering Arithmetic in Years 4, 5 and 6 Whole school Basic Skills teaching in line with missed units of learning 1:1 lessons for children NTP Third Space	4
Improve the quality of social and emotional (SEL) learning.  practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> Continued use of Social Stories Intervention Continued Wellbeing Intervention use of Family Support Worker Implementation of whole school approach to pupil health and wellbeing External Practitioners –Play Therapist and Councillor	5,6

Budgeted cost - **£78,086.00**

Area	Cost
Support staff costs	£76 488
NFER Tests	£95

Early years reading material	£78
Staff Development	£1425
Total	£78,086.00

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Vocabulary Projects in line with whole school vocabulary based Curriculum to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Vocabulary Project, NELI)	Oral language interventions have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as partly funded by School Led Tutoring Programme . A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers and have been most impacted by the pandemic.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  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: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2



Improved maths resources to improve provision and enhance pupil enjoyment of maths learning	Investment of maths resources to support targeted intervention	4
Quality Reading for Pleasure resources, Reading material throughout the curriculum - all subjects. Quality home reading books all year groups	Investment of reading books to support the enjoyment of reading and quality curriculum provision. Reading Lead has researched reading material to support all areas	3,6

Budgeted cost: - **£4,025.00**

Area	Cost
School Led Tutoring	£2025 (to add to SLT Grant £6075)
Reading Curriculum Mapping	£2000
Total	£4,025.00

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
The pandemic has inevitably hugely impacted on attendance. Historically we were approaching 98% attendance and aspire to return to this, despite huge upheaval and continual pandemic related disruption to learning.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7 All
Breakfast Club, After School Club - supported by PP funding	These provide much support for working families and pupils needing individual support and care. Essential service for the school community	All
Family Support Worker to work with and support identified families home, parenting and pupil support	Much needed support for families under stress and in need of help	All
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

Budgeted cost: **£4,886.00**

Area	Cost
Breakfast Club support	£60
After School Club Support	£750
BC and ASC resources	£456
Family Support Worker SLA	£1,886
Additional TA time	£1,200

**Total spend: £92,733.00**

**2023-24**

Maths Tutor Third Space	£1,820
School Uniform Support	£1,250
Enrichment Resources	£2,500
Total	£5,570

**Total budgeted cost: £5,570.00**

## Externally provided programmes

Programme	Provider
TT Rockstars	Playrockstars.com
RWI	Ruth Miskin and RWI
NELI	Nuffield Early Language Intervention
Catch Up Maths	Third Space
Vocabulary Project	School Improvement Project
Outdoor adventure linked to curriculum	Parks Trust Milton Keynes (3,600.00)

**Total: £3,600.00**

## Part B: Review of outcomes in the previous academic year 2021-23

### Pupil premium strategy outcomes

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

- Language and communication difficulties
- Difficulties with writing
- Low self esteem and engagement
- Lack of home support

Our KS2 internal assessments during 2019-2020 indicated :

Reading predictions for disadvantaged pupils 100% expected plus - non disadvantaged 88%. Maths predictions for disadvantaged pupils 72% expected plus, non disadvantaged 75%. Writing predictions – disadvantaged 83% expected plus, non disadvantaged 93%.

These outcomes were not realised primarily due to the huge 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. This was exacerbated by continual confirmed covid cases in the school community and ensuing repeated cohort isolation. In total, there were 18 more weeks of cohort isolation as well as enforced Government school closure.

Progress scores could not be determined last academic year, and emphasis has been on catch up curriculum and recovery

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. Teaching staff were committed to providing quality remote learning resources ( both on line and in books. SMT prioritised staff CPD in remote learning and staff provided both highly detailed remote learning planning, paralleled with continual high quality teaching.

Overall attendance in 2020/21 was inevitably lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2%.

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

## Further information

### **Additional activity**

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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. Attendance of disadvantaged pupils will be monitored and staff will proactively seek involvement.

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

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

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