

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	Barn Croft Primary School
Number of pupils in school	183 2021-22 192 2022-23
Proportion (%) of pupil premium eligible pupils	22% (40 pupils) for 2021-22 19%(37 pupils) for 2022-23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracey Griffiths Headteacher
Pupil premium lead	Tracey Griffiths Headteacher
Governor / Trustee lead	Rosalind Axbey Lead Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,490 (2021-22) £49,765 (2022-23)
Recovery premium funding allocation this academic year	2021-22 £6000 plus £6277 School-led Tutoring Grant
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good levels of progress for all.

We will consider the challenges faced by all vulnerable pupils, including, for example, those who have a social worker and young carers. At Barn Croft, we consider vulnerable pupils to potentially include; children eligible for FSM, children eligible for PP, children with a social worker, young carers, looked after children and any other children identified by the school as facing disadvantages and challenges, particularly during and post the COVID-19 pandemic.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery (linked to the Local Authority's Education Recovery Plan), notably in its targeted support through a recognised tutoring service for pupils whose education has been worst affected, including non-disadvantaged pupils. At Barn Croft our strategy also focuses on the need for support and access to specialist practitioners in order to improve mental health and wellbeing. Providing this support therefore improves engagement and outcomes from education recovery. We know that this will be a priority for the next three years due to the impact of the pandemic on children's wellbeing and education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, hand in hand with Barn Croft's positive relationships and deep knowledge and understanding of the challenges faced by individual children - not generic assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel from their individual starting points. 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
- continue to deepen positive relationships with families and children to understand individual circumstances
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through 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 phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 80 – 95 % of our disadvantaged pupils arrive below age-related expectations compared to 30 - 65% of other pupils. This gap remains steady to the end of KS2.
4	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 75 - 90% of our disadvantaged pupils arrive below age-related expectations compared to 35 - 60% of other pupils. This gap remains steady to the end of KS2.
5	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 80 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 35 - 68% of other pupils. This gap remains steady to the end of KS2.
7	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas of the curriculum and wider school life.
8	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the isolation experience, lack of enrichment opportunities during school closure and individual challenges of home life for disadvantaged families. At Barn Croft, our positive relationships with families and school ethos enables families to seek this support from the school, which they are doing and prioritising. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Over the last two years 108 pupils (61 of whom are disadvantaged) currently

	require additional support with social and emotional needs, with 78 (55 of whom are disadvantaged) receiving 1:1 or small group interventions while others are receiving drop in support as needed.
9	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.7 – 5.58% lower than for non-disadvantaged pupils.</p> <p>2.28 – 8.33% of disadvantaged pupils have been ‘persistently absent’. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
10	Children have missed many opportunities for personal development, cultural capital and enrichment as well as experiences that are both essential and valuable to their academic and personal growth. More than any other group we know that disadvantaged children have been most negatively affected and have the poorest opportunity to catch up on these experiences due to a range of circumstances beyond their control. Barn Croft need to offer enrichment activities for disadvantaged children who have experienced reduced opportunities of social and cultural inclusion as a result of two major and some minor lockdowns

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 language skills and vocabulary among disadvantaged pupils.	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, language acquisition and use, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	<p>Phonics screening outcomes in 2021/22 will show percentage of pass rate for disadvantaged pupils as 33%</p> <p>In 2022/23 predicted percentage of pass rate for disadvantaged pupils is 50%</p> <p>In 2023/24, depending on the level of SEND need within the cohort and PP children, we predict an increase in pass rate for disadvantaged children.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2021/22 will show percentage of attainment of reading age related expectations for disadvantaged pupils as 0%</p> <p>In 2022/23 predicted percentage of attainment of reading at age related expectations for disadvantaged pupils is 71%</p> <p>In 2023/24 predicted percentage of attainment of reading at age related expectations for disadvantaged pupils is 71%</p>
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2021/22 will show percentage of attainment of maths age related expectations for disadvantaged pupils as 0%

	<p>In 2022/23 predicted percentage of attainment of maths at age related expectations for disadvantaged pupils is 57%</p> <p>In 2023/24 predicted percentage of attainment of maths at age related expectations for disadvantaged pupils is 71%</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2021/22 will show percentage of attainment of writing age related expectations for disadvantaged pupils as 0%</p> <p>In 2022/23 predicted percentage of attainment of writing at age related expectations for disadvantaged pupils is 71%</p> <p>In 2023/24 predicted percentage of attainment of writing at age related expectations for disadvantaged pupils is 71%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • specialist assessments from Learning Mentor, Lead Practitioner for Mental Health and Wellbeing as well as classroom staff • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • decrease in referrals from parents seeking support for mental health and wellbeing concerns raised by parents or staff, particularly among disadvantaged pupils • increased levels of engagement in school activities and lessons, from pupils and parents, particularly among disadvantaged families • increased engagement and attendance of Barn Croft's fully funded Solihul Parenting Approach Course, particularly among disadvantaged families • From 2022/23 academic year, increased engagement with Parent Liaison Lead Practitioner for support and guidance, particularly among disadvantaged families
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Overall attendance for disadvantaged pupils will improve by 2023/24 to be more in line with average attendance at Barn Croft. This will be demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Improved transitions between year groups, schools and within the school day.	<p>Children will be supported in all transitions (in school, between year groups, to/from nursery/other schools and to secondary school.</p> <p>Children will be prepared for and have strategies in place to support transition.</p>

<p>We will fund release time for SLT and teachers to work collaboratively, and with other schools and nurseries, to support and manage a variety of transitions.</p>	<p>Transitions will be smooth and information sharing/preparations, in advance, will be in place to support.</p> <p>Working with other schools and nurseries within the WWP a consistent and purposeful transitional process will have been developed and be implemented.</p> <p>SLT to prioritise support and planning for transitions particularly for SEND and disadvantaged pupils.</p>
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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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for all staff on Teaching for Mastery in Maths and Number Fluency	<p>A Maths Mastery approach is highly evidenced to improve outcomes for all pupils, especially disadvantaged by reducing potential gaps in learning that will impact on later learning. All children are taught together and opportunities for depth and extension are available to all children regardless of starting point. Increased number fluency will support progression and fluency across topics and connections within.</p> <p>EEF – Maths Mastery Impact NCETM – Maths Mastery Approach and Materials Impact</p>	3, 7
CPD training for all staff in Early Phonics, RWI and purchase of resources and training in Fresh Start	<p>Systematic phonics programmes, delivered robustly increase reading speeds and fluency in readers. Low language acquisition starting points can be addressed with quality, early phonics programmes to close the gap and accelerate progress. For children in KS2 who have not yet mastered reading fluency Fresh Start will provide systematic phonics with age appropriate materials to improve fluency and reading speed. Continuing quality, regular CPD will ensure that teachers of phonics and Fresh Start are delivering consistently good or better teaching, resulting in improved progress.</p> <p>EEF – RWI Phonics EEF - Phonics</p>	1, 2, 4, 7, 8
Purchase of manipulatives to support mastery in maths	<p>Maths Mastery requires children to have access to purposeful manipulatives to gain secure understanding of concrete maths concepts, supporting them to understand the concept fluently before progressing to pictorial and abstract versions of the same concept. By securing the concrete concept using manipulatives we will be able to secure deeper understanding, increased fluency and support links between learnings. Having good availability of quality manipulatives for all children, especially those disadvantaged pupils will support the delivery of a mastery curriculum and support improved progress in maths</p>	3, 7

	<p>for all children and fewer gaps in conceptual understanding of concepts.</p> <p>EEF - Improving Maths in Early Years and KS1</p> <p>EEF – Improving Maths in KS2</p> <p>NRICH – Manipulatives to support progress and mastery in maths</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,256 (plus £6277.50 DfE grant for tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutors United</p> <p>We will fund Tutors United to deliver maths and writing small group tutoring.</p>	<p>Small group tutoring supporting English and Maths is targeted to the groups' areas of weakness and provides the opportunity to focus on consolidating current learning, extending/linking previous learning or developing pre-requisite skills needed for the next step in learning. Tutors are connected to class teachers and support with areas of the curriculum that are currently being taught or identified by class teachers as areas for consolidation. Tutors report on progress and engagement to parents, teachers and SLT regularly.</p> <p>Tutors United – Impact Evidence</p> <p>EEF – National Tutoring Programme Case Study</p> <p>EEF – Small Group Tuition</p>	<p>1, 3, 5, 7, 10</p>
<p>1:1 phonics interventions</p> <p>We will fund additional adults and specialist training to deliver 1:1 RWI phonics interventions.</p>	<p>Identifying specific areas of difficulty for individual children through assessments and teacher assessments can then be used to target interventions to the area of weakness needing additional support. RWI provide training specifically for 1:1 interventions and these support to close gaps and support progression e.g. blending, special friends, reading speed, red words etc.</p> <p>Training is delivered weekly and 1:1 interventions are run regularly and monitored closely for progress. Progress is accelerated due to the rigid format and 1:1 support for an identified weakness before it hinders a child's progress in reading, particularly with disadvantaged readers.</p> <p>RWI – Phonics programme and intervention impact</p> <p>EEF – Systematic Phonics Programme</p> <p>Evidence4Impact – RWI 1:1 interventions</p> <p>EEF – 1:1 interventions impact</p>	<p>1, 2, 4, 5, 7</p>

	EEF – Small Group Tuition	
<p>Fresh Start Phonics Programme</p> <p>We will fund resources, additional adults and specialist training to deliver Fresh Start phonics programme, where needed, in upper KS2.</p>	<p>For children who have not succeeded in finishing the RWI programme in KS1, Fresh Start provides more age appropriate resources and content for upper KS2 children to secure their phonics knowledge and reading fluency. Staff are trained in delivering high quality, systematic daily phonics, in very small groups to secure progress. Low starting points, decreased support with reading from home as well as other factors affect a child’s progress in reading fluency, particularly seen with more disadvantaged pupils. Fresh Start also ensures that children’s wellbeing and self-esteem is not damaged by having phonics sessions with notably younger children.</p> <p>EEF – Fresh Start programme</p> <p>Evidence4Impact – RWI Fresh Start</p>	1, 2, 4, 5, 7
<p>Training and release time of additional adults to reduce phonics groups size</p>	<p>Teaching phonics is more effective with smaller group sizes as adults can focus more individually, providing additional support where needed and being quicker to identify areas of weakness or difficulty in children’s learning due to having fewer children to monitor and work with. Children get more support time with adults and having a smaller group enables them to have more opportunities within lessons to participate. Smaller groups with trusted adults also further support disadvantaged children, especially those who require more attention and support to progress their learning.</p> <p>EEF – reducing group size impact</p> <p>EEF – Small Group Tuition</p>	1, 2, 4, 5, 7
<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>Children who have lower language acquisition starting points need regular and quality opportunities to be involved in dialogic activities that increase their exposure to language and grammatical structure. Talking is key to writing but also increases exposure to new concepts, vocabulary, structures and ideas. Engaging children in dialogic activities throughout the school day will improve and consolidate learning and understanding, as well as their ability to articulate concerns or problems effectively for all pupils, particularly disadvantaged children.</p> <p>EEF – Oral language interventions</p>	1, 7, 8, 10
<p>Structured keep up intervention programmes based on the need of the children</p> <p>We will fund additional adults and resources required to provide interventions to support</p>	<p>By using regular formative assessment in lessons teachers can identify children with gaps or poorer conceptual understanding early and therefore implement interventions quickly to ensure gaps are closed and learning is consolidated before time allows these to become significant gaps in learning or misconceptions. These support self esteem as children feel more ready for their learning and are</p>	1, 2, 3, 4, 5, 7

<p>classroom learning to minimise children falling behind.</p>	<p>secure in concepts or knowledge before moving to the next stage of their learning journey. By keeping interventions fluid and reactive to the current teaching, cohort and needs of the children, interventions can run in conjunction with whole class teaching to best support the progress of all children in line with relative expectations and minimise the risk of children falling behind their peers, particularly for disadvantaged pupils.</p> <p>EEF – Teaching Assistant Intervention impact EEF – Small Group Tuition</p>	
<p>Increased TA support in class, targeted towards disadvantaged pupils We will fund additional adults in classes with higher levels of disadvantage</p>	<p>Consistency of adults working with children is a key factor in children feeling safe and ready to learn at school. By providing high quality Teaching Assistants in every class who foster positive relationships with the children, we can utilise their expertise to best support learning and development for all children. Teaching Assistants can support groups in lessons to support progress, identify areas of weakness or concerns, implement keep up interventions and support teacher judgements and assessments with first hand observations and information about individuals. This consistency and additional adult presence in lessons also enables more children to receive additional support in class therefore reducing the risk of children falling behind due to more support as well as supporting early identification of need and intervening in a timely manner.</p> <p>EEF – Making best use of Teaching Assistants EEF – Effective deployment of Teaching Assistants</p>	<p>All</p>
<p>Number fluency targeted teaching within timetables We will fund resources and allocate time to developing number fluency for all children, particularly disadvantaged pupils.</p>	<p>A key element of mastery in maths is becoming number fluent. Children need to understand the concepts of number and how these related facts can be manipulated and interconnect. Children who have poorer number fluency will find concepts in maths more challenging to master effectively and therefore fall behind quicker as concepts become more challenging and reliant on interconnecting number facts, their speed will also be hindered by a lack of fluency. This is particularly evident amongst disadvantaged pupils so by focusing on and dedicating specific teaching time to number fluency from Early Years through to Year 6 children can develop their fluency with number. Then they can apply this key understanding to the topics they cover in maths lessons, enabling them to make connections, master concepts and reason using their knowledge and understanding of number relationships. Developing this fluency supports children to understand concepts more readily as they would not be struggling with the connections between numbers or the fluency of number facts</p>	<p>1, 2, 3, 7</p>

	<p>meaning they can focus on the concept being taught. This method links to the curriculum being taught in a mastery style and the use of concrete manipulatives to support number fluency as well as concepts. Children will become familiar and confident with understanding the relationships between numbers and manipulating the known facts with new or familiar concepts.</p> <p>EEF - Mastery Learning EEF – Early numeracy fluency approaches</p>	
<p>Allocated 1:1 reading opportunities daily, particularly for disadvantaged pupils</p> <p>We will fund additional adults in classes to support daily reading support and 1:1 reading opportunities, particularly for disadvantaged pupils.</p>	<p>Reading daily is widely evidenced as a key factor in developing reading speed, fluency and confidence in reading. Children who do not read to an adult daily are at a significantly higher risk of falling behind their peers. Identifying children who do not have regular, supported reading opportunities enables us to timetable 1:1 time, daily, for them to have these reading opportunities, in line with their peers. Data shows that the majority of children at Barn Croft who do not have these opportunities at home (for a variety of reasons/factors) are predominantly our identified disadvantaged pupils although not solely so funding adult time dedicated to supporting daily reading where needed gives all pupils the same opportunities to practice their learning/reading skills, progress and become fluent readers in line with age expectations.</p> <p>EEF – reading aloud daily</p>	1, 2, 4, 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion team monitoring and acting on behaviour, wellbeing or attendance concerns</p>	<p>Having a robust system for logging, recording, monitoring and addressing behaviour, wellbeing, attendance or any other concerns is vital to be able to address concerns early and reduce the long term impact on a child. Being mindful of the whole child and their individual life circumstances and experiences supports decision makers to work collaboratively to decide the best approach to any concerns based on the evidence and individual circumstances. Dedicated time to meet, monitor and plan actions with a team of adults who are experienced and know the children well allows leaders to be more effective in their management of concerns raised.</p> <p>EEF – Social and Emotional learning</p>	7, 8, 9, 10

	EEF – Behaviour in schools EEF – Behaviour monitoring and interventions	
Allocated time with Learning Support Mentor and Lead Practitioner for MHWB, particularly for disadvantaged pupils, including individual and group work	<p>When concerns are raised (by school, parents, children, self-referral or other) having dedicated, trained specialist members of staff equipped with the knowledge, resources and skills to support the children/families involved is key. The level of need has escalated since the pandemic and the lasting impact is evident, particularly amongst disadvantaged children whose experiences during the pandemic were particularly challenging and disrupted due to a variety of individual circumstances. These staff members are well known to the children, foster good relationships with the children and families therefore making support or interventions more effective for children. These members of staff are part of our inclusion team. The impact of this support and intervention on children’s wellbeing, learning, mental health and positive experiences at school is evident through reduction in disruptive behaviours, focus in class and improved relationships with themselves and others.</p> <p>EEF – Learning Mentor Impact EEF – Metacognition and self-regulation impact EEF – Social and Emotional learning</p>	7, 8, 9, 10
Solihull Parenting Approach workshops training and delivery of courses	<p>Solihull Approach is a 10 week parenting group for parents. It is based on the Solihull Approach model of containment, reciprocity and behaviour management and uses social learning theory in the design of the parenting programme. Training staff to run these workshops/courses enables us to use our positive relationships with families to encourage engagement, particularly with disadvantaged families to support them to develop their parenting approach in a safe, non-judgemental environment as well as supporting them to make connections with other parents for wider support.</p> <p>Solihull Parenting Approach – Evidence Based Research on Effectiveness of Approach EEF – Parental Engagement Impact</p>	All
Increase and sustain attendance, particularly for disadvantaged pupils	<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE – Improving school attendance EEF - attendance</p>	7, 8, 9

Developing strategies to support transitions	Transitions are challenging for all children but in our experience particularly challenging for disadvantaged children due to the potential for unknown changes. By working together internally within school as well as with feeder nurseries and secondary schools we will work to secure smooth, planned and supported transitions including familiarisation before transitions and release time for adults to support these transitions over time. EEF – Wider strategies transition and attendance	7, 8, 9, 10
Enrichment opportunities	Providing enrichment and personal development opportunities for all children is key to their development and experiences. Providing financial support to disadvantaged families ensures that all children at Barn Croft have the same opportunities and chances to experience enrichment activities without finances limiting them. EEF – Enrichment and Life Experiences	7, 8, 9, 10
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £13,000 + £21,256 + £20,000 = £54,256 pupil premium funding for 2021-22

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 the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite improvements towards being more on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded wellbeing support, improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain positive and effective relationships with families, particularly our disadvantaged children, a high quality curriculum, including during periods of partial closure. We also invited and supported disadvantaged families to bring their children into school daily, despite the partial closures so we could provide additional wellbeing and learning support and opportunities.

Overall attendance in 2020/21 (96.6%) was higher than 2019/20 (94.1%) and higher than 2018/19 (96.2%). The national average overall attendance in 2020/21 was 95.4%.

Absence among vulnerable groups was slightly lower:

Pupil Premium: 2020/21 94.5% 2019/20 89.6% 2018/19 94.8%

SEND: 2020/21 95.5% 2019/20 92.7% 2018/19 94.3%

EHCP children: 2020/21 92.8% 2019/20 94.9% 2018/19 96.4%

2020/21 the national average for PP was 92.2%

2020/21 the national average for SEND was 93.5%

2020/21 the national average for EHCP was 86.9%

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.

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
Catch up Tutoring	Tutors United
RWI Phonics and Spelling	Ruth Miskin
Boxall Profiling	Boxall

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A