

# St Paul's Catholic Primary School

## Pupil premium strategy statement 2021-22 / 2023-24

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. It builds upon our 3-year plan of spending.

### School overview

Detail	Data
School name	St Paul's Catholic Primary
Number of pupils in school	202 (2021-22) 202 (2022-23) 197 (2023-2024)
Proportion (%) of pupil premium eligible pupils	4% (2021-22) 6% (2022-23) 7% (2023-2024)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-22 2022-23 2023-24
Date this statement was published	September 23
Date on which it will be reviewed	Termly
Statement authorised by	S Sinclair
Pupil premium lead	ML Peacock
Governor / Trustee lead	Mr C Dos Santos

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18725.00 (2021-22) £17885.00 (2022-23) £16875.00 (2023-24)
Recovery premium funding allocation this academic year	£2000.00 (2021-22) £1000 (2022-23) TBC (2023-24)

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2021-22) £0 (2022-23) £0 (2023-24)
<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	£20725.00 (2021-22) £18885.00 (2022-23) £16875.00 (2023-24)

# Part A: Pupil premium strategy plan

## Statement of intent

The aim of our Pupil Premium funding at St Paul's School is to ensure there is no inequality between disadvantaged pupils and other pupils in our care. We aim to achieve this in a tiered approach as researched in the Education Endowment Fund:

Effective daily teaching offering challenge and support.

Targeted academic support with structured interventions.

Wider strategies dependent on individual needs; provision for social and emotional support, access to extra-curricular activities or support around improving attendance and punctuality.

We consider the success of previous strategies and use an evidence-based approach when considering the most appropriate support for each pupil. We also recognise that other children can and should benefit from the additional strategies offered to Pupil Premium children.

We are committed to using a range of measures to evaluate the impact of the investment and this is monitored throughout the academic year. These include;

- Monitoring and reviewing the progress being made by each Pupil Premium funded child with a Support Plan using the Assess, Plan, Do, Review model.
- Promoting the idea across the school that it is a collective responsibility to close the gap for disadvantaged pupils through high quality first teaching.
- Gaining the viewpoint of the child through the completion of 'Your view counts' on a termly basis.

Engaging the parents/carers of our pupils ensuring they fully support our aims for their child.

## Challenges

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

Challenge number	Detail of challenge
1	Working below expected standard in Reading, Writing and Maths.
2	Poor social and emotional resilience affecting relationships and attainment.
3	Reluctance to engage in physical activities to promote good health and wellbeing
4	Some evidence of poor attendance

## 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
Greater progress in reading, writing and maths.	A narrowing of the gap between PP and non-PP will be identified.
Improved social and emotional resilience amongst PP children towards peers and adults. Children having greater focus and confidence.	Children will use strategies to help manage their difficulties and will be able to resolve issues more independently. Children will make greater academic progress.
A more positive approach to sport and fitness and a greater understanding of its benefits to a healthy lifestyle.	Children will take part in extra-curricular activities and enjoy participating.
There will be less incidents of low attendance for specific children	Following a period of monitoring, attendance will improve (following procedures in attendance Policy).

## Activity in this academic year 2023-24

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to use the Thrive Approach across school and to share resources with staff and parents.</p> <p>Maintaining the Thrive Licence as a Thrive Practitioner by completing the necessary Thrive CDP across the year.</p> <p>Sharing of additional resources on the Thrive website to ensure all staff make best use of this resource.</p>	<p>The benefits of adopting the Thrive Approach are described in previous years in the strategy report.</p> <p>We continue to recognise the importance of identifying the social and emotional development of our children and ensure that we remove barriers to learning and improve life chances.</p>	2
<p>Access to Seesaw Premium to support home learning for all.</p>	<p>EEF promotes the need for good communication between home and school and positive parental engagement to support learning.</p> <p>NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson</p>	1
<p>Subscription to Read, Write, Inc. resource to support phonic teaching.</p> <p>Subscription to Reading Eggs and Reading Plus to support Reading across the school.</p> <p>Purchase on First News newspaper and related web resources to</p>	<p>EEF The Big Picture.</p> <p>NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson</p>	1

promote reading for pleasure.		
A robust feedback policy: clear and actionable feedback to employ metacognitive strategies as they learn.	EEF Feedback – ‘Low attaining pupils tend to benefit more from explicit feedback than high attainers.	1

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual support. Additional adult in classroom to provide support for PP children. This includes pre-teaching of skills, 1:1 work and small group support.	EEF Making Best Use of TA's. EEF The Big Picture – Teaching Assistant Interventions. TAs who provide one to one or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average.	1
Better Reading Support Partners. A time-limited, targeted intervention programme to promote reading fluency, comprehension and a love of reading.	Every Child Counts. Edge Hill University. Internal evidence shows on average, pupils make 6 months progress.	1

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
‘Thrive Time’ for identified children. 1:1 programmes of support for individual children. Progress is reviewed half-termly to assess development in emotional state.	Improvements to the Thrive Online website provide greater benefits to school staff allowing greater access and additional resources to all colleagues.  School inspectors value Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become more open to learning.	2

<p>Allocation of designated time from Future Steps Occupational Therapy Service specifically for the needs of PP children. They provide support for sensory needs, therapeutic intervention and the development of fine and gross motor skills.</p>	<p>Future Steps' philosophy is that therapeutic success will allow children to develop and achieve educationally. Sensory lifestyle activities will prevent them displaying negative behaviours. By developing motor and sensory systems it provides the foundation for learning.</p> <p>An application in the Summer term 23 for one successful school to be awarded a bursary through Future Steps was commended as runner up.</p>	3
<p>Access to a range of after-school clubs and subsidised residential visits.</p> <p>Pupil Premium children have access to one after-school club per week.</p>	<p>Youth Sports Trust.</p> <p>Promote and demonstrate the impact that PE, sport and physical activity has on young people's lives and how this affects the wellbeing of children.</p> <p>PE Association / Children's Health Project and SEND Gateway.</p> <p>EEF research - 'By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'</p>	3
<p>Access to Alliance Psychology Service. Cognitive Behaviour Therapy support in school for children to manage anxieties and mental health issues and support for parents through the Incredible Years parenting programme.</p>	<p>Future in Mind, the Children and Young People's Mental Health Taskforce report estimates that half of mental health conditions in adult life start by age of 14. Improving children and young people's mental health services is a priority across health, education and social care.</p> <p>NfER Parental Engagement</p> <p>Robust evidence of the impact of the Incredible years behaviour and relationships intervention on improved child literacy.</p>	2
<p>Carefully structured lunchtime routines to ensure the needs of vulnerable pupils are addressed.</p> <p>Play-leaders and sports council members encourage involvement in physical activities across the school each lunchtime</p> <p>Additional support from external sports coaches</p>	<p>Jenny Mosely – Promoting Positive Playtimes and Calm Dining Halls. Demonstrates the need for a well-managed lunchtime system so everyone can experience positive lunchtimes.</p> <p>DfE PSHE Curriculum</p>	2 & 3

to promote greater physical movement amongst identified children		
Ongoing delivery of My Personal Best to raise personal aspirations. This is incorporated into PE sessions and is encouraged throughout the whole of the curriculum and the school day.	Youth Sports Trust. Evidences the benefits of teaching life skills, resilience and character through PE.	2 & 3
Meet and Greet each morning and access to Support Base for those children unable to make the transition into the classroom successfully.	EEF promotes the need for an holistic understanding of pupils and their needs.	2
Tracking system to monitor attendance of children whose attendance falls below 85%. First day response to query unexplained absences.	EEF promotes the benefit of effective parental engagement. NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson. NFER. Why school attendance really matters for social mobility.	4
Purchasing of school uniform and whole community promotion of pre-loved uniform for all.	Internal research indicates children cannot flourish unless they feel valued and part of the school community.	2

**Total budgeted cost: £17,000**

## Activity in the academic year 2022-23

This details how we spent our pupil premium (and recovery premium funding) in the academic year 2022-23 to address the challenges listed above.

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the Thrive Approach in school and providing additional CPD for staff.</p> <p>Completing Thrive CPD to maintain licence to be a Thrive Practitioner.</p> <p>Coaching session for TA to deliver 1:1 sessions with KS1 children.</p>	<p>During 2019, Thrive commissioned an independent research company to survey schools using the Thrive Approach. The key findings from the survey were:</p> <ul style="list-style-type: none"> <li>• The majority of schools adopted Thrive to improve their whole school approach to children’s social and emotional development (77%).</li> <li>• The majority of senior leaders said that Thrive now forms part of the School Improvement Plan or equivalent (73%).</li> <li>• The majority of schools have a dedicated Thrive room (71%) or are planning to (12%), and have timetabled Thrive time (89%) or are planning to (5%).</li> </ul> <p>During school inspections by Ofsted and Estyn, inspectors have commented on the use of Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become more open to learning.</p> <p>In response to the Green Paper, ‘Transforming children and young people’s mental health provision’ a review was commissioned in 2018 – Mental Health and wellbeing provision in schools. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018)</p>	<p>2</p>
<p>Access to Seesaw Premium to support home learning for all.</p>	<p>EEF promotes the need for good communication between home and school and positive parental engagement to support learning.</p>	<p>1</p>

	NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson	
Subscription to Read, Write, Inc. resource to support phonic teaching. Subscription to Reading Eggs and Reading Plus to support Reading across the school. Purchase on First News newspaper and related web resources to promote reading for pleasure.	EEF The Big Picture.  NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson	1
A robust feedback policy: clear and actionable feedback to employ metacognitive strategies as they learn.	EEF Feedback – ‘Low attaining pupils tend to benefit more from explicit feedback than high attainers.	1

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual support. Additional adult in classroom to provide support for PP children. This includes pre-teaching of skills, 1:1 work and small group support.	EEF Making Best Use of TA's. EEF The Big Picture – Teaching Assistant Interventions.  TAs who provide one to one or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average.	1
Purchase of new fiction books to engage and promote reading for pleasure. Purchase of books appropriate to specific needs (single parents, forces children, moving house etc)	EEF The Big Picture	1
Better Reading Support Partners. A time-limited, targeted intervention programme to promote reading fluency,	Every Child Counts. Edge Hill University.  Internal evidence shows on average, pupils make 6 months progress.	1

comprehension and a love of reading.		
--------------------------------------	--	--

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Thrive Time' for identified children. 1:1 programmes of support for individual children. Progress is reviewed half-termly to assess development in emotional state.</p>	<p>During school inspections by Ofsted and Estyn, inspectors have commented on the use of Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become more open to learning.</p> <p>In response to the Green Paper, 'Transforming children and young people's mental health provision' a review was commissioned in 2018 – Mental Health and wellbeing provision in schools. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018)</p>	2
<p>Allocation of designated time from Future Steps Occupational Therapy Service to provide support around sensory needs, provide therapeutic intervention and developing fine and gross motor skills.</p>	<p>Future Steps' philosophy is that therapeutic success will allow children to develop and achieve educationally. Sensory lifestyle activities will prevent them displaying negative behaviours. By developing motor and sensory systems it provides the foundation for learning.</p>	3
<p>Access to a range of after-school clubs.</p>	<p>Youth Sports Trust.</p> <p>Promote and demonstrate the impact that PE, sport and physical activity has on young people's lives and how this affects the wellbeing of children.</p> <p>PE Association / Children's Health Project and SEND Gateway.</p> <p>EEF research - 'By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'</p>	3
<p>Access to Alliance Psychology Service. Cognitive Behaviour</p>	<p>Future in Mind, the Children and Young People's Mental Health Taskforce report estimates that half of mental</p>	2

Therapy support in school for children to manage anxieties and mental health issues and support for parents through the Incredible Years parenting programme.	health conditions in adult life start by age of 14. Improving children and young people's mental health services is a priority across health, education and social care. NfER Parental Engagement Robust evidence of the impact of the Incredible years behaviour and relationships intervention on improved child literacy.	
Carefully structured lunchtime routines to ensure the needs of vulnerable pupils are addressed.	Jenny Mosely – Promoting Positive Playtimes and Calm Dining Halls. Demonstrates the need for a well-managed lunchtime system so everyone can experience positive lunchtimes. DfE PSHE Curriculum	2 & 3
Ongoing delivery of My Personal Best to raise personal aspirations. This is incorporated into PE sessions and is encouraged throughout the whole of the curriculum and the school day.	Youth Sports Trust. Evidences the benefits of teaching life skills, resilience and character through PE.	2 & 3
Meet and Greet and morning review of daily targets.	EEF promotes the need for an holistic understanding of pupils and their needs.	2
Tracking system to monitor attendance of children whose attendance falls below 85%. First day response to query unexplained absences.	EEF promotes the benefit of effective parental engagement. NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson. NFER. Why school attendance really matters for social mobility.	4
Purchasing of school uniform	Internal research indicates children cannot flourish unless they feel valued and part of the school community.	2

**Total budgeted cost: £19,000**

## **Activity in the academic year 2021-22**

This details how we spent our pupil premium (and recovery premium funding) in the academic year 2021-22 to address the challenges listed above.

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of The Thrive Approach in school and CPD across all staff.</p> <p>Identified children/groups of children to be assessed on their emotional stage of development. A programme of intervention follows targeting the gaps in their development.</p>	<p>During 2019, Thrive commissioned an independent research company to survey schools using the Thrive Approach. The key findings from the survey were:</p> <ul style="list-style-type: none"> <li>• The majority of schools adopted Thrive to improve their whole school approach to children’s social and emotional development (77%).</li> <li>• The majority of senior leaders said that Thrive now forms part of the School Improvement Plan or equivalent (73%).</li> <li>• The majority of schools have a dedicated Thrive room (71%) or are planning to (12%), and have timetabled Thrive time (89%) or are planning to (5%).</li> </ul> <p>During school inspections by Ofsted and Estyn, inspectors have commented on the use of Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become more open to learning.</p> <p>In response to the Green Paper, ‘Transforming children and young people’s mental health provision’ a review was commissioned in 2018 – Mental Health and wellbeing provision in schools. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018)</p>	2
<p>Access to Seesaw Premium to support home learning for all.</p>	<p>EEF promotes the need for good communication between home and school and positive parental engagement to support learning.</p> <p>NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson</p>	1
<p>Subscription to Read, Write, Inc. resource to</p>	<p>EEF The Big Picture.</p>	1

<p>support phonic teaching.</p> <p>Subscription to Reading Eggs and Reading Plus to support Reading across the school.</p> <p>Purchase on First News newspaper and related web resources to promote reading for pleasure.</p>	<p>NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson</p>	
<p>A robust feedback policy: clear and actionable feedback to employ metacognitive strategies as they learn.</p>	<p>EEF Feedback – ‘Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p>	1

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

Budgeted cost: £10725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted individual support. Additional adult in classroom to provide support for PP children. This includes pre-teaching of skills, 1:1 work and small group support.</p>	<p>EEF Making Best Use of TA's. EEF The Big Picture – Teaching Assistant Interventions. TAs who provide one to one or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average.</p>	1
<p>Purchase of additional reading materials including books</p>	<p>EEF The Big Picture</p>	1
<p>Better Reading Support Partners. A time-limited, targeted intervention programme to promote reading fluency, comprehension and a love of reading.</p>	<p>Every Child Counts. Edge Hill University. Internal evidence shows on average, pupils make 6 months progress.</p>	1
<p>Purchase of Letterbox Club resource.</p>	<p>Book Trust. Indicates the resource inspires a love of reading and sharing learning with families. DfE Research evidence on reading for pleasure. Education Standards Research Team 2012.</p>	1

	NFER Research. Supporting the attainment of disadvantaged pupils: articulating success and good practice	
--	--	--

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a range of after-school clubs.	<p>Youth Sports Trust.</p> <p>Promote and demonstrate the impact that PE, sport and physical activity has on young people's lives and how this affects the wellbeing of children.</p> <p>PE Association / Children's Health Project and SEND Gateway.</p> <p>EEF research - 'By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'</p>	3
Access to Alliance Psychology Service. Cognitive Behaviour Therapy support in school for children to manage anxieties and mental health issues and support for parents through the Incredible Years parenting programme.	<p>Future in Mind, the Children and Young People's Mental Health Taskforce report estimates that half of mental health conditions in adult life start by age of 14. Improving children and young people's mental health services is a priority across health, education and social care.</p> <p>NfER Parental Engagement</p> <p>Robust evidence of the impact of the Incredible years behaviour and relationships intervention on improved child literacy.</p>	2
Carefully structured lunchtime routines to ensure the needs of vulnerable pupils are addressed.	<p>Jenny Mosely – Promoting Positive Playtimes and Calm Dining Halls. Demonstrates the need for a well-managed lunchtime system so everyone can experience positive lunchtimes.</p> <p>DfE PSHE Curriculum</p>	2 & 3
Ongoing delivery of My Personal Best to raise personal aspirations. This is incorporated into PE sessions and is encouraged throughout the whole of the	<p>Youth Sports Trust.</p> <p>Evidences the benefits of teaching life skills, resilience and character through PE.</p>	2 & 3

curriculum and the school day.		
Meet and Greet and morning review of daily targets.	EEF promotes the need for an holistic understanding of pupils and their needs.	2
Tracking system to monitor attendance of children whose attendance falls below 85%. First day response to query unexplained absences.	EEF promotes the benefit of effective parental engagement. NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson. NFER. Why school attendance really matters for social mobility.	4
Purchasing of school uniform	Internal research indicates children cannot flourish unless they feel valued and part of the school community.	2

**Total budgeted cost: £20,725.00**

## Part B: Review of outcomes in the previous academic year (2021-2022)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

End of year assessments are shown below

Breakdown	Cohort	2022 KS1-2 Progress Scores		
		Reading	Writing	Maths
Disadvantaged Pupils	4	-0.41	0.13	-4.66
Other Pupils	27	0.37	1.82	-2.16
Gap:		-0.78	-1.69	-2.51

Year Group	PP Cohort	% making at least Expected progress (4+ sub-steps of in-year progress)		
		Reading	Writing	Maths
Year 6	4	75.0%	75.0%	75.0%
Year 5	1	100.0%	100.0%	100.0%
Year 4	2	50.0%	0.0%	100.0%
Year 3	2	100.0%	0.0%	100.0%
Year 2	0	-	-	-
Year 1	1	100.0%	100.0%	100.0%

Thrive assessments show evidence of progress in emotional resilience and social skills.



Being – up to 6 months of age  
 Doing – 6-18 months old  
 Thinking – 18 mths -3 years  
 Power and Identity – end of KS1  
 Skills and Structure – KS2  
 Interdependence – 11-18 years

Child A – Y4

Assessed at Being (lowest strand of development) 52% secure in this strand (03.03.21)

Assessed at Skills & Structure (being skilful) 52% secure in this strand (15.7.22)

Child B - Reception

Assessed at Thinking 56% secure in this strand (22.09.21)

Assessed at Thinking 58% secure in this strand (18.05.22)

## 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
Reading Plus	
Phonics Play	
Read, Write, Inc.	
Ed Shed	
White Rose Maths	
Number Sense	
Times table Rock Stars	
Thrive	

## 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?	Emotion books purchased around dad working away from home. 1:1 reading. Time to talk when needed. Access to Art Therapy group. Thrive assessment and programme.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>1:1 reading – time to feel special with an adult. A greater understanding of why parent is away from home.</p> <p>Time to talk – opportunity to express feelings and talk about them.</p> <p>Art Therapy – relaxing and therapeutic when feeling anxious</p> <p>Thrive programme – 1:1 activities appropriate to emotional state.</p>
---	--

## Part B: Review of outcomes in the previous academic year (2020-2021)

### Pupil premium strategy outcomes

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

Teacher Assessed overview of performance is attached below.

As the number of PP children within each cohort is low, comparisons between PP and non-PP does not give an accurate picture of progress. End of KS2 indicate the following:

Reading: 66% made expected progress & 33% made better than expected progress.

Writing: 100% made expected progress (33% better than expected)

Maths: 100% made expected progress (33% better than expected)



Tracking PDF.pdf

Other strategies to improve emotional resilience and address the mental health issues facing children as they returned to the full re-opening of school were extremely effective. This was taught across the school using the resource 'Here We Are' by Oliver Jefers. It gave the children the opportunity to reflect on the world we live in and the changes we are facing. Along with other initiatives and the high emphasis placed on children's wellbeing, school achieved the Gold Award from the Teach well Alliance.

### 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
Reading Eggs/Reading Eggspress	Pascal Press and Blake Learning
Seesaw	
Thrive	

## 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?	Additional adult time for reading 1:1
What was the impact of that spending on service pupil premium eligible pupils?	Greater progress in reading and opportunity to spend quality time with an adult to discuss any worries.