# 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

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| Detail | Data |
| School name | Carr Mill Primary School |
| Number of pupils in school | 297 |
| Proportion (%) of pupil premium eligible pupils | 128 (43%) |
| Academic year/years that our current pupil premium strategy plan covers | 2021 to 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Andrew Maley (Head Teacher) |
| Pupil premium lead | Sally Hampton (Teaching and Learning Lead) |
| Governor / Trustee lead | David Rimmer (Chair of Governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £172,470 |
| Recovery premium funding allocation this academic year | £14,985 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £187,465 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Carr Mill Primary School our intention is that all pupils, irrespective of their background make good progress from their starting points and have access to the highest standard of education and expectations. The focus for our pupil premium strategy is to support our disadvantaged pupils to develop the knowledge and skills needed to succeed at school and support their choices they make in their future lives.  We understand that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of National Lockdowns (EEF, 2021). We have continued throughout the pandemic to focus on overcoming any impact on our vulnerable and disadvantaged pupils, carefully monitoring individual progress through an evidence-based gap analysis.  Our focus for 2021-22 is on further developing staff expertise in the key areas of language development and phonics; as the precursor to reading. We have invested in CPD for all staff and deployed high experienced staff to support targeted interventions. We intend to make the enriching experiences provided prior to the Covid pandemic a focus, with the aim to build cultural capital of our disadvantaged pupils whilst also improving their physical and mental wellbeing.  The key principles underpinning our approach:   * Our pupil premium strategy links to all other aspects of our whole school strategic planning * A relentless focus on a high-quality curriculum * High quality teaching and learning achieved through CPD planning * Our actions are evidence based on National research * All members of our school community are aware of the desired outcomes and how we will achieve them and their role in doing so * Our actions are measurable with clear success criteria * We have robust methods to regularly check for impact and adjust strategies where needed * That all members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play. * That our plan will be responsive and flexible to meet any changing local and national needs * To ensure governors are fully aware of their role in the Pupil Premium strategy |

## Challenges

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

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| Challenge Number | Detail of challenge |
| **1** | **Attendance**  Evidence of attendance for disadvantaged pupils prior to Covid-19 (2018/2019) was lower than those not eligible despite every effort and bespoke support plans in place.   * 2018/2019 Attendance Data – PP 92.76% v Non-PP 94.76% * 2019/ 2020 Attendance Data – PP 88.71% v Non PP 90.98%   Attendance, punctuality and readiness to learn on arrival at school has continued to be impacted on by Covid-19 and remains a key challenge.   * 2020/2021 Attendance Data – PP 91.67% v Non-PP 94.15%.   Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.  **This will be measurable by attendance data analysis.** |
| **2** | **Social, Emotional and Mental Wellbeing**  Social, emotional and mental wellbeing (particularly self-regulation and resilience) are lower following the Covid 19 pandemic. This includes children having limited access to wider activities and enrichment opportunities to support mental wellbeing.  **This will be measurable by BOXALL assessments, SDQ questionnaires, discussions with pupils and their families, pupil progress meetings, attendance at events, Pupil and Parent Surveys.** |
| **3** | **Low Level Language Skills**  Low levels of language skills identified by staff screening for all pupils (exacerbated during the Covid-19 pandemic).  NFER Reception Baseline Assessment (RBA) Data shows that 15% of our 4/5 year olds were working at ARE for Communication and Language.  Wellcomm 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.  **This will be measurable by NELI / Wellcomm assessments.** |
| **4** | **Early Years Reading, Writing and Number**  On Entry Baseline Data indicates children, including disadvantaged children, as being significantly low on entry for Reading, Writing and Number.   * 2021 RBA READING Data showed 6.7% of disadvantaged children working at ARE (Non-disadvantaged 6.5%) * 2021 RBA WRITING Data showed 0% of disadvantaged children working at ARE (Non-disadvantaged 3.2%)      * 2021 RBA NUMBER Data showed 6.7% of disadvantaged children working at ARE (Non-disadvantaged 16%)   **This will be measurable by teacher assessments and observations.** |
| **5** | **KS1/KS2 Reading, Writing and Maths**  The number of disadvantaged pupils meeting Age Related Expectations in Reading, Writing and Maths is lower than their peers **as evidenced by End of Key Stage Statutory Assessments (2019)**.   * 2019 KS1 READING – PP 60% v Non PP 67% * 2019 KS1 WRITING – PP 40% v Non PP 76% * 2019 KS1 MATHS – PP 76% v Non PP 47% * 2019 KS2 READING – PP 75% v Non PP 89% * 2019 KS2 WRITING – PP 81% v Non PP 95% * 2019 KS2 MATHS – PP 75% v Non PP 84%   A gap analysis following lockdown indicated delays in early reading acquisition and gaps in learning in reading, writing and maths across all years.  **This will be measurable by NFER assessments and gap analysis.** |

## 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.

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| Intended outcome | Success criteria |
| 1.Through a detailed and regular analysis of attendance there will be a focus on ensuring all disadvantaged pupils have attendance records in line with non-eligible pupils. This will involve support structures before and after school and the use of specialist staff to liaise with harder to reach home situations to ensure children attend school on time.  We will measure impact through attendance and punctuality data. | Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on Persistent absence so children regularly attend school and gain greater access to a full curriculum. |
| 2. Children will be re-engaged in learning. Social and Emotional needs will be identified and supported through interventions and pastoral support. This is intended to overcome barriers to learning.  Teacher recommendations will identify children needing extra support / interventions.  Children will have a greater access to cultural and sporting experiences beyond the classroom as we begin to return to a pre-covid approach to experiential learning.  Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.  We shall seek to link PE and Sports Premium Planning with our Pupil Premium Plan to ensure that eligible pupils have full access to a wider range of activities  There will be a strong focus on mental wellbeing and ensuring there are no lasting effects following the Covid lockdown and its impact on the most vulnerable children  We will measure impact through close analysis of Boxall profiles, attendance and behaviour records, teacher and pupil views. Positive responses from pupils and parents will be gathered. | Qualitative data from student voice, student and parent surveys and teacher observations will show impact - positive shift in social and emotional well-being.  Where appropriate Boxall Profiling will be used to identify and meet specific needs  NFER data will show closing of the gap for disadvantaged children, including those who have shown signs of reduced self-regulation  Appropriate external support will be sought where required  Cultural Capital opportunities will be given to children   * Prioritising school trips * After School Clubs for Physical Activities and the arts * Sports Premium funding used to develop access to sports and sporting facilities   There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 3. From Early Years upwards, children will receive age-appropriate support for both home and school to further develop speech and language skills.  We will measure impact through Neli / Wellcomm / Talk Boost assessments. | There will be a year-on-year reduction in number of pupils below ages appropriate standards for language.  Ensure that support is effectively targeted.  Wellcomm assessments will show impact and progress for each individual child. |
| 4. Improved reading, writing and maths attainment for disadvantaged pupils in Early Years by the end of each phase.  We will measure impact through teacher assessment data and observations to assess progress and level of challenge. | Early Years reading, writing and maths outcomes improve each year so that by 2024/25 the gap between disadvantaged pupils and all other pupils has narrowed (comparing to 2019 data).  Consistent DfE approved phonics scheme (Read, Write, Inc) taught consistently across EYFS and KS1. |
| 1. Children will gain fluency in the core   aspects of literacy ensuring age-appropriate reading and writing standards.  Improved maths attainment for disadvantaged pupils across school.  WE will measure impact through NFER Data to assess progress and level of challenge | Reading – significant shift towards all pupil achieving age-appropriate standards in reading as shown through NFER scores and the use of confidence bands to ensure that all pupils are challenged appropriately.  There will be clear improvements in the quality of writing for all pupils.  KS2 maths outcomes improve each year so that there is a significant shift towards all pupils achieving age related standards.  Teaching for Mastery approach to be developed throughout all key stages.  NFER assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils. |

## 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: £65,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To embark on the school’s journey to become a ‘Thinking School’ - building a consistent pedagogy and ensuring a high level of teaching and learning for all.  The focus will be on EEF and Ofsted recommendations around metacognition, self-regulation, cognitive load theory, skilful questioning, effective feedback, building learning and thinking skills, motivation and establishing positive Habits of Mind  Additional staffing to ensure staff have full access to ongoing CPD and research*.*  Membership of Thinking Matters CPD programme. | EEF research into low cost, high impact strategies such as metacognition, thinking schools, feedback and self-regulation  University of Exeter research on the impact of the Thinking Schools approaches  Ofsted’s research into the implementation of a sequenced and challenging curriculum | 2,3,4,5 |
| Staff training in core areas of literacy improvement -phonics for all, writing improvements  CPD in the use of Wellcomm screening and purchase of resources to implement. | EEF Teacher Toolkit on effective strategies for EYFS, Reading comprehension and improving the progress of children with Special Needs | 3,4,5 |
| Developing the role of the Teaching Assistant in the classroom through CPD and appraisal. This will include a skills audit. | EEF. Teaching assistants part of MPTA project (maximising the practice of Teaching Assistants) | 3,4,5 |
| Training on how to use methods of assessing pupil dispositions and self-regulation  **Wellcomm** (speech and language) Nursery to Year 6  **Boxall**  Purchase of the above to enable full staff access | EEF guidance on wellbeing and the importance of effectively trained staff who will administer targeted interventions | 2 |
| Development of our maths curriculum planning and teaching in line with DfE and EEF guidance.  Introduction of Power Maths resource to support teaching for Mastery across KS1 and KS2  Introduction of Mastering Number programme for Early Years and KS1  Participation in the Reception Jigsaw Trial as an intervention school  Participation and training for staff – mastery readiness programme (embedding stage) | Power Maths is the only mastery programme created in partnership with White Rose Maths, which makes it the perfect partner to use alongside the progressions and schemes of learning.  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  <https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics> | 3,4,5 |

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

Budgeted cost: £55,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics. | Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 3,4,5 |
| Purchase of WELLCOMM language screening programme.  WELLCOMM training for all staff (teachers and TA’s)  Embedding WELLCOMM oral language interventions and activities in the Early Years (and throughout school in-light of need), linked to the wider curriculum. | EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months’ progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 3 |
| Intervention -teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.  Interventions include:  WELLCOMM/ Neli  Phonics  Lego Therapy  Beat Dyslexia  Precision teaching  RTP maths  Maths non-negotiables  Handwriting – letter join | Making best use of Teaching Assistants – EEF report   * Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. * Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. * Explicit links to classroom teaching made.   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 3,4,5 |
| Intervention – National Tutoring Programme for maths Y5/6 pupils in maths (Third Space Learning) | Recommended by EEF and Department for Education.  Tuition targeted at specific needs and knowledge gaps can be an effective meth-od to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 5 |

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

Budgeted cost: £60,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trips to library, museums, art galleries, religious buildings, residential trips etc. (Questionnaire of experiences) | EEF/Pupil Premium Awards research on the importance of experiential learning  Wider research regarding the importance of building cultural capital  Wellbeing evidence | 2 |
| After school sporting clubs to be offered linked to sports premium planning.  Also Stay and Play sessions and other extra-curricular after school clubs for disadvantaged children.  KABs delivery of PE sessions and after school clubs | Sports Council  Linked to Sports Premium Plan  School knowledge of the importance of sporting experiences in our local community | 2 |
| Increased engagement with FSM families to support with attendance.  Attendance Officer to work with families. | Following Covid lockdowns our school attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.  Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can’t Catch Up If They Don’t Show Up. If children miss school, they miss out.  <https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf>  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1 |
| Staffing and running costs for Breakfast Bistro to allow disadvantaged children the opportunity to access a ‘meet and greet’ and enjoy breakfast in readiness for their learning.  Toast pledge for every child each day. | Schools Minister Lord Agnew said:  “We want every child to lead a healthy, active and happy lifestyle regardless of their background. That’s why we are giving thousands more children in disadvantaged areas the opportunity to attend a breakfast club, which will help boost attendance, behaviour and attainment, helping them to achieve their best in school.” | 1 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers/ family intervention worker/ pastoral manager to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |

**Total budgeted cost: £** *180,000*

# 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.

It also details the impact for 2021 to 2022 academic year.

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| **2020 – 2021 Impact**  We have made use of standardised and teacher assessments to plot pupil progress and attainment over the past school year, these assessments have also been used to analyse gaps in pupil’s knowledge and skills in order to adjust curriculum planning and plan effective targeted interventions.  Our assessment of the impact of the Pupil Premium strategic plan is outlined below:  Although progress was affected by the COVID pandemic we were able to ensure that pupils who were disadvantaged either attended school or support was put in place to support their learning at home. We received very positive feedback from parents regarding the remote learning provided by the school and the transition that children received upon their return to school post lockdown and for the new academic year. A robust home learning structure was established with all. Pupils were provided with remote access and a full curriculum programme which placed them in a good position to accelerate their learning when they returned to school.  Key areas for further improvement include a continued focus on language development across school, Early Years reading, writing and maths and reading, writing and maths across school.  During the COVID pandemic attendance was more difficult to track. Considerable efforts were made to sustain communication and attendance where possible during periods of lockdown with all our vulnerable pupils. In 2021-22 we will continue to monitor the attendance of all disadvantaged pupils and inform parents if their child is falling below the school average of 96% pre-Covid.  A central focus was sustained on ensuring that all pupils remained safe and supported. Every effort was made to sustain contact with all our children and their families during the most challenging of times. They were offered practical support to sustain physical and mental wellbeing. Staff worked incredibly hard to provide individual support for families, schoolwork and food parcels were delivered to ensure wellbeing and contact with the school.  Improvement in pupils’ opportunity to gain first-hand experiences and enjoyment of wider life experiences within an enriched curriculum were hampered by the limitations of national Covid restrictions. This now forms part of our new plan to increase enrichment activities and ensure we make up for lost opportunities and experiences.  On return to school a Recovery Curriculum was put in place to enable pupils to quickly return to routines and rebuild connections between their friends and their teachers. Careful gap analysis was undertaken across all subjects to provide evidence to enable us to adjust curriculum content and focus on enabling pupils to catch up through high quality teaching and targeted support.  **2021 – 2022 Impact**  Challenge 1:  **Attendance**   * 2020/2021 Attendance Data – PP 91.67% v Non-PP 94.15%. (2.48% diff) * 2021/2022 Attendance Data – PP 90.36% v Non-PP 92.49% (2.13% diff)   Breakfast Bistro enabled children to have a positive start to the school day which helped to improve attendance for targeted individuals/ families.  The school provides a free breakfast to all pupils. Every child has an opportunity of a bagel before school and fruit during morning break for free.  Early help referrals, school attendance meetings and our close work with our EWO ensured families received help when needed to improve their attendance. This all impacted on closing the gap between PP and Non-PP children.  Attendance remains our main school development priority.  Challenge 2:  **Social, Emotional and Mental Wellbeing**  Children have been able to access a wide range of extra-curricular clubs since returning to school in September 2022. This has supported many of our more vulnerable learners with their social, emotional and mental wellbeing. In autumn 1, 10 staff volunteered to run 9 clubs which were accessed by 167 children.  In autumn 2, 13 staff volunteered to run 12 clubs which were accessed by 242 children.  We have weekly PSHE / PATHs lessons which teaches the children to self-regulate their own emotions and how their actions can impact upon others. As part of our PATHs provision, Year 5 Bees Buddies support younger children to apply the steps for calming down at break and lunchtime. School have commissioned the services of KABs who support class wide groups to develop resilience and teamwork strategies. They also support targeted individuals 1:1 and lead forest school session for vulnerable groups.  We have developed a graduated approach in school for supporting children’s health and well-being. PATHs programme is our universal approach for all children at wave 1, our pastoral team lead targeted individual and group support sessions at wave 3 and we have developed strong working relationships with multi-agency partners e.g. school health, CAMHs, SEND services at wave 4. This year we developed an additional layer of support for our children at wave 2 delivered by classroom staff using their well-being toolkit resources. Our graduated approach means that children can access support quickly and, in many cases, prevents children reaching a point of crisis.  In the academic year 2021-2022, school were part of the initial phase of the mental health support team offer within St Helens. This has enabled school to refer our pupils to the service for direct work which takes place on school site without the need for a waiting list.  School has a robust offer of early help, including our unique Family First positive parenting course delivered by our family intervention worker.  The school was awarded the Carnegie Centre of Excellence for Mental Health in Schools ‘School Mental Health Award’ at bronze level in March 2021 to celebrate the good work in place at Carr Mill.  Challenge 3:  **Low Level Language Skills**  Wellcomm programme has resulted in improvements in oral language skills and vocabulary for our disadvantaged pupils.  Wellcomm Data for Pupil Premium Children  Wellcomm was introduced In March 2022 for all children across the whole school, after being trialled in the EYFS department from November 2021. The results from the Reception class showed excellent progress over a term of precise activities at the correct level of development.  During the Summer Term 2022 the results showed a significant improvement for pupil premium children with almost 80% of them now being on track. With such a huge improvement in Receptive and expressive language skills, we rolled out the full Wellcomm programme including the Wellcomm Wizzard Reporting tool.  This academic year (2022-2023) we have screened the children who were previously in the Wellcomm support groups from last year and did not make it to age-appropriate level. We have also screened any children who were a cause for concern in September based on teacher observations and parental concerns.  The results below show that from the group of children who are pupil premium children 69% are on track, 9% are amber (1 stage behind) and 22% are significantly below. We continue to assess children termly.  Chart  Description automatically generated  The children who are significantly below and amber will receive Wellcomm support at a classroom level and will be re-assessed again after completing the Wellcomm activities at the appropriate level of development for that child. Some children will work in small groups and some children will complete the activities on a 1:1 basis with an adult. We continue to monitor these children to ensure that they remain at an age-appropriate level.  Challenge 4:  **Early Years Reading, Writing and Number**  EYFS disadvantaged data end of 2021 – 2022 academic year:  Reading: baseline 6.7% of disadvantaged children working at ARE  2022 – 56% (vs 76% non-disadvantaged)  Writing: baseline 0% of disadvantaged children working at ARE  2022 – 48% (70% non-disadvantaged)  Maths: baseline 6.7% of disadvantaged children working at ARE  2022 – 59% (79% non-disadvantaged)  Challenge 5:  **KS1/KS2 Reading, Writing and Maths**   * 2022 KS1 READING – PP 54% v Non PP 78% * 2022 KS1 WRITING – PP 46% v Non PP 67% * 2022 KS1 MATHS – PP 69% v Non PP 85% * 2022 KS2 READING – PP 52% v Non PP 69% (Av Progress -3.42 v -0.74) * 2022 KS2 WRITING – PP 70% v Non PP 85% (Av Progress +2.30 v +5.96) * 2022 KS2 MATHS – PP 57% v Non PP 69% (Av Progress -2.92 v +1.06) |

## 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*

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| Programme | Provider |
| Mark Analysis | Rising Stars |
| Online Times Tables Support | TT Rockstars |
| Ready to Progress | National Centre for Excellence in the Teaching of Mathematics |
| Premium Classroom Resources | White Rose Maths |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information

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| The impact of Covid 19 on the progress of pupils and their wellbeing has been well researched and the school has reviewed that research and also undertaken a detailed review of the impact in our own specific context by tracking engagement with home learning, applying support packages where needed and conducting standardised assessment on the pupils’ return to school, post Lockdown  We have ensured that pupil premium planning is closely aligned with all other aspects of strategic planning – notably our SEF, SDP and CPD. We are undertaking a skills audit of our teaching assistants, implementing new language screening procedures and ensuring all staff are appropriately trained in the use of termly standardised assessments. The next academic year we will embark on a journey to become a ‘thinking school’, building a consistent pedagogy and ensuring a high level of teaching and learning for all.  We will offer 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. |