# 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 | Marhamchurch CofE Primary School |
| Number of pupils in school | 145 |
| Proportion (%) of pupil premium eligible pupils | 9 pupils 6.2% (but now 20 pupils 13.8%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | 17-12-21 |
| Date on which it will be reviewed | By 01 November 2022 |
| Statement authorised by | Darren Hoare (HoS) |
| Pupil premium lead | Jemma Shields (SENDCo & PP Champion) |
| Governor / Trustee lead | Faye Emery |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £12,105 (£1345 x 9) |
| Recovery premium funding allocation this academic year | £2,000 and £4,411 catch up funding carry forward |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** <br><br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £18,516 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention, as lived out through our school vision and values, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We will:

- Ensure that we have a whole school approach to quality first teaching, taking responsibility for the outcomes of all pupils – especially disadvantaged pupils.
- Ensure that all pupils are challenged in the work that they are set and we will act early to intervene at the point need is identified through effective use of targeted interventions.
- Support vulnerable families and pupils with welfare, wellbeing, behavioural, social and emotional needs.

## 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 indicate that disadvantaged pupil's aspirations, levels of expectation, parent support, confidence and self-belief across the curriculum is generally lower than their peers. |
| 2 | School data, observations and discussions suggest that vulnerable pupils often do not have access to all aspects of school life and that their parents are often less equipped to support their attendance, well-being and learning, including remote learning. |
| 3 | Motional screening, observations and discussions indicates that vulnerable pupils often have greater social and emotional needs than their peers, which hinder their ability to access learning across the curriculum (especially maths, phonics, reading and writing), make at least good progress and concentrate fully in class. |
| 4 | Observations and discussions indicate that vulnerable pupil's parents often need help with supporting their child's learning, mental health, physical health and/or wellbeing. |

| 5 | Surveys, observations and discussions suggest that vulnerable pupils often do not have access to suitable technology and educational resources at home for remote and home learning. |
| --- | --- |
| 6 | Assessments, observations and discussions suggest that vulnerable and disadvantaged pupils often enter Year R with less developed oral language skills, numeracy skills and with vocabulary gaps when compared to their peers, which are generally evident from Reception through to KS2. |

# 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 |
| --- | --- |
| Raised attainment and accelerated progress in reading. | Fully recover from COVID-19 school closures by meeting or exceeding end of Spring term 2020 reading attainment data and endeavour to achieve national average progress scores in KS2 reading (0 or above). |
| Raised attainment and accelerated progress in writing. | Fully recover from COVID-19 school closures by meeting or exceeding end of Spring term 2020 reading attainment data and endeavour to achieve national average progress scores in KS2 reading (0 or above). |
| Raised attainment and accelerated progress in maths. | Fully recover from COVID-19 school closures by meeting or exceeding end of Spring term 2020 reading attainment data and endeavour to achieve national average progress scores in KS2 reading (0 or above). |
| Raised attainment and accelerated progress in phonics. | Fully recover from COVID-19 school closures by endeavouring to achieve the national average % of pupils who meet the expected standard in the phonics screening checks. |
| To achieve developed oral language skills for vulnerable and disadvantaged pupils in Year R. | Vulnerable and disadvantaged Year R pupils have oral language skills in line with their peers. |
| To achieve improved wellbeing for identified pupils in the school. | The majority of pupils are socially and emotionally ready to consistently access learning in school, make at least good progress, concentrate fully in class and access all aspects of school life. |

# 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: £ 3410.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Purchase Year 1, Year 3, Year 4 and Year 5 reading and maths termly NFER standardised assessments.*<br>*Training for staff to ensure assessments are interpreted, used and administered correctly.* | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1, 3, 6 |
| *Embed the use of Accelerated reader for Year 2 to Year 6 pupils.* | EEF Reading comprehension strategies +6<br>EEF Improving literacy in KS1 and KS2. | 1, 3, 6 |
| *Purchase 10 more iPads with cases.* | EEF Using digital technology to improve learning | 1, 3, 5, 6 |
| *Teachers to research and implement at least 3 new retrieval practice strategies to embed in their practice this year.*<br>*Short peer observations to share good practice.* | EEF Metacognition and self-regulation +7<br>EEF Effective Professional Development | 1, 3, 6 |
| *Continue to purchase White Rose maths resources across the school and further develop our mastery approach.* | EEF Mastery Learning +5<br>EEF Improving mathematics in the Early Years, KS2 and KS2 | 1, 3, 6 |
| *Purchase Word shark for up to 30 pupils.* | EEF Improving literacy in KS1 and KS2. | 1, 3, 6 |

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

Budgeted cost: £ 7265.60

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *NTP Year 2 and Year 4 maths and English 1:3 ratio (so 12 pupils) tutoring for 15 hours.* | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. <br> EEF one to one tutoring +5 <br> EEF small group interventions +4 | 1, 3, 6 |
| *Use assessments to inform classroom HLTA/TA interventions to reduce the attainment gap of pupils deemed vulnerable and disadvantaged in reading, writing and maths.* | As above and: <br> EEF teaching assistant interventions +4 <br> EEF making the best use of teaching assistants | 1, 3, 6 |
| *Twenty weeks Spring 2022 and Summer 2022 Nuffield English Language Intervention (NELI) for vulnerable and disadvantaged pupils in Year R.* <br> *NELI training for Class 1 Teacher and a Teaching Assistant.* | EEF Early Years communication and language approaches intervention +6 <br> EEF oral language interventions +6 <br> EEF small group tuition +4 | 1, 3, 6 |

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

Budgeted cost: £ 7840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Out of class TiS practitioner and SEND intervention support for identified pupils across the school.* | EEF social and emotional learning +4 | 1, 3, 6 |
| *Parent Support Advisor (PSA) support to engage the most vulnerable families and pupils across the school.* | EEF parental engagement +4<br>EEF Working with parents to support children's learning | 1, 2, 3, 4, 5, 6 |
| To broaden disadvantaged pupil's range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and resources, including ensuring that they have the best possible access to immediate remote learning. | EEF Life skills and enrichment from the teaching and learning toolkit alongside the findings from recent EEF projects<br>EEF Using digital technology to improve learning | 2, 5 |

**Total budgeted cost: £** *18,516*

# 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.

| **Year R GLD** | Mid-Autumn 2020 | Spring 2021 | Summer 2021 |
|---|---|---|---|
| Year R (24 pupils) | 50% | 20.8% | 70.8% |
| Year R PP (2 pupils) | 50% | 50% | 100% |
| Year R SEN (2 pupils) | 0% | 0% | 50% |

| **Reading** | Spring 2020 | Mid-Autumn 2020 | Spring 2021 | Summer 2021 |
|---|---|---|---|---|
| Year R (24 pupils) | N/A | 70.8% Exp+ 4.2% Exc | 29.2% Exp+ 4.2% Exc | 70.8% Exp+ 8.3% Exc |
| Year R PP (2 pupils) | N/A | 100% Exp+ 0% Exc | 50% Exp+ 0% Exc | 100% Exp+ 0% Exc |
| Year R SEN (2 pupils) | N/A | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 50% Exp+ 0% Exc |
| Year 1 (20 pupils, 4 new) | 93.8% Exp+ 31.3% Secure Exp+ 18.8% Exc | 35% Exp+ 0% Exc | 55% Exp+ 25% Exc | 65% Exp+ 30% Exc |
| Year 1 PP (4 pupils) | 75% Exp+ 0% Secure Exp+ 0% Exc | 50% Exp+ 0% Exc | 50% Exp+ 25% Exc | 50% Exp+ 25% Exc |
| Year 1 SEN (1 pupils) | 100% Exp+ 0% Secure Exp+ 0% Exc | 100% Exp+ 0% Exc | 100% Exp+ 0% Exc | 100% Exp+ 0% Exc |
| Year 2 (23 pupils, 1 new) | 68.2% Exp+ 31.8% Secure Exp+ 4.5% Exc | 50% Exp+ 0% Exc | 61% Exp+ 4.3% Exc | 78.3% Exp+ 4.3% Exc |
| Year 2 PP (1 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 2 SEN (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc |
| Year 3 (22 pupils) | 50% Exp+ 37.5% Secure Exp+ 8.3% Exc | 37.5% Exp+ 0% Exc | 43.5% Exp+ 0% Exc | 59.1% Exp+ 9.1% Exc |

| | | | | |
|---|---|---|---|---|
| Year 3 PP (4 pupils) | 75% Exp+ 25% Secure Exp+ 25% Exc | 25% Exp+ 0% Exc | 50% Exp+ 0% Exc | 100% Exp+ 0% Exc |
| Year 3 SEN (5 pupils) | 16.7% Exp+ 16.7% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 20% Exp+ 0% Exc |
| Year 4 (14 pupils, 2 new) | 61.5% Exp+ 23.1% Secure Exp+ 0% Exc | 23.1% Exp+ 0% Exc | 30.8% Exp+ 7.7% Exc | 50% Exp+ 7.1% Exc |
| Year 4 PP (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 4 SEN (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 5 (20 pupils) | 61.9% Exp+ 38.1% Secure Exp+ 0% Exc | 57.1% Exp+ 0% Exc | 50% Exp+ 0% Exc | 65% Exp+ 5% Exc |
| Year 5 PP (1 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 100% Exp+ 0% Exc |
| Year 5 SEN (6 pupils) | 16.7% Exp+ 16.7% Secure Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 33.3% Exp+ 0% Exc |
| Year 6 (22 pupils, 3 new) | 57.9% Exp+ 42.1% Secure Exp+ 5.3% Exc | 59.1% Exp+ 4.5% Exc | 68.2% Exp+ 0% Exc | 81.8% Exp+ 40.1% Exc |
| Year 6 PP (3 pupils) | 33.3% Exp+ 33.3% Secure Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 66.7% Exp+ 33.3% Exc |
| Year 6 SEN (8 pupils) | 12.5% Exp+ 12.5% Secure Exp+ 0% Exc | 12.5% Exp+ 0% Exc | 37.5% Exp+ 0% Exc | 50% Exp+ 12.5% Exc |

| **Maths** | Spring 2020 | Mid-Autumn 2020 | Spring 2021 | Summer 2021 |
|---|---|---|---|---|
| Year R (24 pupils) | N/A | 79.2% Exp+ 4.2% Exc | 79.2% Exp+ 4.2% Exc | 87.5% Exp+ 4.2% Exc |
| Year R PP (2 pupils) | N/A | 100% Exp+ 0% Exc | 100% Exp+ 0% Exc | 100% Exp+ 0% Exc |
| Year R SEN (2 pupils) | N/A | 50% Exp+ 0% Exc | 0% Exp+ 0% Exc | 50% Exp+ 0% Exc |
| Year 1 (20 pupils, 4 new) | 100% Exp+ 37.5% Secure Exp+ 6.3% Exc | 35% Exp+ 0% Exc | 45% Exp+ 10% Exc | 55% Exp+ 10% Exc |
| Year 1 PP (4 pupils) | 75% Exp+ 0% Secure Exp+ 0% Exc | 25% Exp+ 0% Exc | 25% Exp+ 0% Exc | 25% Exp+ 0% Exc |
| Year 1 SEN (1 pupils) | 100% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |

| | | | | |
|---|---|---|---|---|
| Year 2 (23 pupils, 1 new) | 68.2% Exp+ 27.3% Secure Exp+ 9% Exc | 31.8% Exp+ 0% Exc | 30.4% Exp+ 4.3% Exc | 60.9% Exp+ 4.3% Exc |
| Year 2 PP (1 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 2 SEN (3 pupils) | 33.3% Exp+ 33.3% Secure Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 33.3% Exc | 33.3% Exp+ 33.3% Exc |
| Year 3 (22 pupils) | 62.5% Exp+ 12.5% Secure Exp+ 0% Exc | 40.9% Exp+ 0% Exc | 47.8% Exp+ 0% Exc | 63.6% Exp+ 9.1% Exc |
| Year 3 PP (4 pupils) | 75% Exp+ 0% Secure Exp+ 0% Exc | 25% Exp+ 0% Exc | 50% Exp+ 0% Exc | 75% Exp+ 0% Exc |
| Year 3 SEN (5 pupils) | 16.7% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 20% Exp+ 0% Exc |
| Year 4 (14 pupils, 2 new) | 69.2% Exp+ 23.1% Secure Exp+ 7.7% Exc | 23.1% Exp+ 0% Exc | 30.8% Exp+ 7.7% Exc | 64.2% Exp+ 7.1% Exc |
| Year 4 PP (3 pupils) | 33.3% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 66.6% Exp+ 0% Exc |
| Year 4 SEN (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 5 (20 pupils) | 57.1% Exp+ 23.8% Secure Exp+ 19% Exc | 28.6% Exp+ 0% Exc | 35% Exp+ 0% Exc | 60% Exp+ 0% Exc |
| Year 5 PP (1 pupils) | 100% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 100% Exp+ 0% Exc | 100% Exp+ 0% Exc |
| Year 5 SEN (6 pupils) | 33.3% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 50% Exp+ 0% Exc |
| Year 6 (22 pupils, 3 new) | 52.6% Exp+ 36.8% Secure Exp+ 15.8% Exc | 45.5% Exp+ 9.1% Exc | 40.9% Exp+ 9.1% Exc | 59.1% Exp+ 9.1% Exc |
| Year 6 PP (3 pupils) | 33.3% Exp+ 33.3% Secure Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc |
| Year 6 SEN (8 pupils) | 12.5% Exp+ 12.5% Secure Exp+ 0% Exc | 12.5% Exp+ 0% Exc | 12.5% Exp+ 0% Exc | 12.5% Exp+ 0% Exc |

| **Writing** | Spring 2020 | Mid-Autumn 2020 | Spring 2021 | Summer 2021 |
|---|---|---|---|---|
| Year R (24 pupils) | N/A | 62.5% Exp+ 4.2% Exc | 29.2% Exp+ 4.2% Exc | 70.8% Exp+ 4.2% Exc |
| Year R PP (2 pupils) | N/A | 100% Exp+ 0% Exc | 50% Exp+ 0% Exc | 100% Exp+ 0% Exc |

| | | | | |
|---|---|---|---|---|
| Year R SEN (2 pupils) | N/A | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 50% Exp+ 0% Exc |
| Year 1 (20 pupils, 4 new) | 88.3% Exp+ 18.8% Secure Exp+ 6.3% Exc | 25% Exp+ 0% Exc | 15% Exp+ 0% Exc | 40% Exp+ 0% Exc |
| Year 1 PP (4 pupils) | 75% Exp+ 0% Secure Exp+ 0% Exc | 25% Exp+ 0% Exc | 25% Exp+ 0% Exc | 25% Exp+ 0% Exc |
| Year 1 SEN (1 pupils) | 100% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 2 (23 pupils, 1 new) | 65% Exp+ 13.6% Secure Exp+ 0% Exc | 40.1% Exp+ 0% Exc | 17.4% Exp+ 0% Exc | 34.8% Exp+ 0% Exc |
| Year 2 PP (1 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 2 SEN (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 3 (22 pupils) | 45.8% Exp+ 12.5% Secure Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 30.4% Exp+ 0% Exc | 45.5% Exp+ 0% Exc |
| Year 3 PP (4 pupils) | 75% Exp+ 25% Secure Exp+ 0% Exc | 25% Exp+ 0% Exc | 50% Exp+ 0% Exc | 50% Exp+ 0% Exc |
| Year 3 SEN (5 pupils) | 16.7% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 4 (14 pupils, 2 new) | 61.5% Exp+ 15.4% Secure Exp+ 0% Exc | 23.1% Exp+ 0% Exc | 15.4% Exp+ 0% Exc | 42.9% Exp+ 0% Exc |
| Year 4 PP (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 33.3% Exp+ 0% Exc |
| Year 4 SEN (3 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 5 (20 pupils) | 57.1% Exp+ 23.8% Secure Exp+ 0% Exc | 28.6% Exp+ 0% Exc | 30% Exp+ 0% Exc | 45% Exp+ 0% Exc |
| Year 5 PP (1 pupils) | 0% Exp+ 0% Secure Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc | 0% Exp+ 0% Exc |
| Year 5 SEN (6 pupils) | 16.7% Exp+ 16.7% Secure Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 16.7% Exp+ 0% Exc | 16.7% Exp+ 0% Exc |
| Year 6 (22 pupils, 3 new) | 52.6% Exp+ 26.3% Secure Exp+ 0% Exc | 50% Exp+ 0% Exc | 45.5% Exp+ 0% Exc | 59.1% Exp+ 0% Exc |
| Year 6 PP (3 pupils) | 33.3% Exp+ 0% Secure Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc | 33.3% Exp+ 0% Exc |
| Year 6 SEN (8 pupils) | 12.5% Exp+ 12.5% Secure Exp+ 0% Exc | 12.5% Exp+ 0% Exc | 12.5% Exp+ 0% Exc | 12.5% Exp+ 0% Exc |

## Year 6 KS1 to KS2 progress

## Reading

| End of KS1 Reading Teacher Assessment (County moderated) | KS2 Reading Mock SATS Summer2 | End of KS2 Reading Teacher Assessment |
|---|---|---|
| 33.3% Exp+<br><br>0% GD | 77.3% Exp+ (1 close)<br><br>36.4% GD (3 close) | 81.8% Exp+<br><br>40.1% GD |

## Maths

| End of KS1 Maths Teacher Assessment (County moderated) | KS2 Maths Mock SATS Summer2 | End of KS2 Maths Teacher Assessment |
|---|---|---|
| 5.6% Exp+<br><br>0% GD | 59.1% Exp+ (1 close)<br><br>9.1% GD (1 close) | 59.1% Exp+<br><br>9.1% GD |

## Writing and GPS

| End of KS1 Writing Teacher Assessment (County moderated) | KS2 GPS Mock SATS Summer2 | End of KS2 Writing Teacher Assessment |
|---|---|---|
| 0% Exp+<br><br>0% GD | 63.6% Exp+ (2 close)<br><br>27.3% GD (2 close) | 54.5% Exp+<br><br>0% GD |

The outcomes of our previous strategy by the end of 2020/21 were 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 closures was generally most detrimental to our vulnerable and disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality

curriculum, including during periods of partial closures, which was aided by use of online resources such as White Rose maths and those provided by Oak National Academy.

Attendance was generally good or better. However, our observations and discussions indicated that pupil mental health and wellbeing were significantly impacted last year, primarily due to COVID-19 related issues. Our vulnerable families and pupils were supported by our PSA, TiS Practitioners, DSL/DDSLs, Class Teachers and Teaching Assistants through weekly welfare calls and signposting further support where needed (e.g. delivering remote learning packs, delivering food vouchers, delivering Free School Meal hampers, supporting home learning, loaning school Chromebooks for remote learning, applying for winter COVID-19 grants, arranging foodbank support and making referrals to outside agencies etc).

# 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 |
|---|---|
| Read Write Inc | RWI |
| Purple Mash | Purple Mash by2simple |
| Accelerated Reader | Renaissance |
| White Rose Maths | White Rose |
| Wordshark | Wordshark |