

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.

2022-2023 in red

School overview

Detail	Data
School name	St Paul's Catholic Primary School, Plymouth
Number of pupils in school	156 (155)
Proportion (%) of pupil premium eligible pupils	50% (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - 2024/2025
Date this statement was published	December 2021 Updated November 2022
Date on which it will be reviewed	July 2022 March 2023
Statement authorised by	Dawn Potterton Sarah Rowe (Headteacher)
Pupil premium lead	Dawn Potterton Sarah Rowe (Headteacher)
Governor / Trustee lead	Nick Abbott Shona Bray (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,320 (£91,410)
Recovery premium funding allocation this academic year	£10,150 (£10,005)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,759 (Catch Up) 0
Total budget for this academic year	£113,229 (£101,415)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

**“I was disadvantaged as a child,
yet I had the advantage of being in
the company of great teachers.”
(A.P.J. Abdul Khan, 11th President
of India)**

***“Every one of our children is carrying something the world is waiting for – it’s
just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is given to the transition from pre-school into Holy Cross, the transition from KS1 to KS2 and the transition into secondary school.

Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support through our dedicated PSA to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor language development and comprehension - children's use of Tier 2 and 3 vocabulary is lacking in all year groups and, in general, is more significantly an issue among our disadvantaged pupils than their peers.

	This is a continuing trend.				
2	<p>Early reading and writing: Last year, PP pupils in year 1 attained less well and made less progress in reading and writing than their peers. RWInc assessments, reading tests, lesson observations, and pupil conversation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</p> <p>Continuing - see review of outcomes in the previous academic year (pages 12 and 13).</p> <p>Still an attainment gap and this is now a focus across the school.</p>				
3	<p>Mathematical fluency. Last year, PP pupils in years 4, 5 and 6 attained less well and made less progress in mathematics than their peers. Analysis of assessments indicates that lack of fluency is the key barrier to achieving success. Continuing</p>				
4	<p>Metacognition and self-regulated learning – some pupils tend to be over-reliant on teacher affirmation as a measure of success, rather than developing their own independent learning skills by planning, monitoring and evaluating their own approach to a task. Learners need to be more actively engaged in their learning to make the progress required because of the pandemic. Continuing</p> <p>This impacts their ability to work collaboratively and to accept a degree of challenge in their learning/over reliance on adults.</p>				
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils. Referrals to social care have also increased over the course of the pandemic, as has the number of families requiring early help and intervention. 3% of pupils are now in care compared to 2% before the pandemic.</p> <p>With 47% PP and the added financial strain of the economic situation, this is continuing. Parents often have financial difficulties which narrows the opportunities on offer to many children. Parental aspiration and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some families need support in providing consistent parenting routines and this can impact on attendance, punctuality, home learning etc.</p>				
6	<p>PP attendance is significantly lower than attendance of all pupils. In 2020-21 PP attendance was 92.88%. Over half of persistent absentees were PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>In 2021-2022, the attendance of our PP children was below that of all pupils. Whole school attendance was 93.18%. PP attendance was 91.59%.</p> <p>PA for PP children was significantly higher than the whole school showing that this is a concern.</p> <table border="0"> <tr> <td>PA for whole school 2021-2022</td> <td>21.38% (34 children)</td> </tr> <tr> <td>PA for PP children 2021-2022</td> <td>79.41% (27 children)</td> </tr> </table>	PA for whole school 2021-2022	21.38% (34 children)	PA for PP children 2021-2022	79.41% (27 children)
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PA for PP children 2021-2022	79.41% (27 children)				

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Pupils' oral language is more developed. Pupils' word count is greater. More pupils answer more questions in greater depth. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>
<p>Improved reading and writing attainment among disadvantaged pupils, particularly in years 1 and 2.</p> <p>Pupil Progress Meetings (PPMs) will look at gaps in learning, barriers and what more can be done.</p>	<p>End of KS1 reading and writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard. KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Pupil Progress Meetings (PPMs) will look at gaps in learning, barriers and what more can be done.</p>	<p>Professional development will be used to raise the quality of Teachers' and Support Staff's knowledge of mathematics, children's mathematical development and of effective mathematical pedagogy. Maths leader, to implement Power Maths across Key Stages One and Two and support teachers in delivering this programme. Effective strategies for assessment, including retrieval practice and progress tests, to be implemented across all year groups to ensure that teaching builds on what children already know. When tested at the end of Year Four, pupils from disadvantaged backgrounds will know their tables up to 12x12 fluently. KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
<p>Improved metacognition and self-regulation.</p> <p>Attitudes to learning are good and PP pupils develop independent learning strategies. High aspirations and expectations are evident.</p>	<p>Metacognitive skills to be explicitly evident across all curriculum subjects.</p> <p>Classrooms reflect strong attitudes to learning for all disadvantaged children.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Good provision for emotional, social, physical and spiritual development.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Foster a joint approach to improving attendance.</p>	<p>Improved attendance evident in 2024/25 data:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 75%. the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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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.

Additions in RED have been/will be implemented during this current year (2022-2023) alongside actions carried forward from the previous year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adults in EYFS and Key Stage One ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	<p>1, 2, 3, 4, 5</p>
<p>High Quality Teaching underpinned by CPD and peer review (Rosenshine principles; metacognition; self-regulated learning;</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development</p>	<p>1, 2, 3, 4, 5</p>

<p>language development and comprehension)</p> <p>Writing focus - 'The Write Stuff' by Jane Considine</p>	<p>must be embedded. Professional development to help teachers implement the core teaching elements will be a priority. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all.</p> <p>While we expect PP children to be major beneficiaries of the approach, The Write Stuff is designed to benefit all children, diminishing the difference and improving standards in writing across the board.</p>	
<p>To improve the quality of education at St. Paul's by ensuring all subject leads have a positive impact on the outcomes. This will be achieved through improved subject knowledge of staff and a developmental coaching/mentoring programme based on the CAST Principles of Teaching.</p> <p>Development Drop-ins (DDIs)</p>	<p>Coaching and Mentoring of subject leaders to develop subject leader confidence and knowledge across the curriculum and to further develop our mastery approach in mathematics through the embedding of 'Power Maths in mixed age classes. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all. Developmental drop ins based on the principle of marginal gain, will support teachers to develop best practice informed by research.</p>	<p>2,3, 4, 5</p>
<p>Release of subject leaders to attend training and disseminate to other staff (Oracy Project [CAST and Plymouth], Subject Hubs, No More Marking Writing CPD)</p>	<p>Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching (EEF and John Hattie)</p>	<p>1, 2,3, 4</p>
<p>CPD to increase the impact of TA support in terms of academic and pastoral interventions for pupils.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>2, 3</p>

are interpreted and administered correctly.	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc Phonics intervention</p> <p>Small group interventions in phonics/reading (Pinny time and pre-teaching) with individual target focus.</p> <p>Daily Precision Teaching to address gaps where needed and resources to support children's learning (Accelerated Reader, Dyslexia Gold).</p> <p>Parental workshops to provide support.</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.</p> <p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit).</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2 months</p>	1, 2
<p>Small group tutoring in mathematics (pre-teaching, gap filling, fluency) following diagnostic analysis of assessments (NFER and IXL, Power Maths)</p> <p>Daily fluency and skills practice - TTRS, Power maths, IXL, Numbots).</p> <p>Parental workshops to provide support.</p>	<p>When used effectively diagnostic assessment can help us adapt our teaching to the specific needs and difficulties pupils experience, addressing errors and targeting the areas for improvement through appropriate levels of scaffolding, support, and challenge This approach to adaptive teaching and assessment is integral to high quality teaching.</p> <p>EEF</p>	3,4, 5
<u>2021-2022 Academic Year</u>	<u>2021-2022 Academic Year</u> Tuition targeted at specific needs and knowledge gaps can be an effective	2, 3, 4

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic: small group (groups of 3) interventions in phonics/reading and mathematics with individual target focus for 15 hours per pupil.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one after school:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups of three for 15 hours in total:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2 months</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly individual/small group pastoral and behaviour support (ELSA/learning mentoring)</p>	<p>EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>Sutton Trust: Social & emotional aspects of learning +4 months</p>	<p>4, 5, 6</p>
<p>Plymouth Multi Agency Support Team (MAST)</p> <p>Mentor, therapist, Educational Psychologists, Family Support Workers</p> <p>Group referrals to meet SEMH needs of pupils and to maximise impact.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support.</p> <p>Research suggests high impact strategies and positive talk maintains</p>	<p>4, 5, 6</p>

	<p>momentum for improvement. Metacognition & self-regulation +8 months</p>	
Educational Welfare Service	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. ‘Improving Attendance Guidance Report’ and ‘Working with Parents to Support Children’s Learning Guidance Report’ from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Parental involvement +3 months</p>	5, 6
Parent Support Advisor (PSA)	<p>Raises the importance of attendance. Gaps are not missed. PSA spends over half her time working with the families of PPA children. The needs of families often require a supportive approach so that children can learn Parental involvement +3 months</p>	1,2,3,4,5,6
SENDCo to ensure early identification of vulnerabilities/needs; to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully; to support parents at early intervention stage leading to improved outcomes.	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn Meta-cognition and self-regulation +8 months;</p>	2,3,5
Provision of experiences which build cultural capital eg piano lessons, trips, clubs, residential and Rock Steady (including financial support) to ensure all children can access extra-curricular provision.	<p>Children from low income families should not lose out on the educational experiences and opportunities. Sutton trust: Outdoor and adventurous learning +4 months, individualised instruction +2 months</p>	4, 5

Total budgeted cost: £101,415

Pupil premium strategy outcomes

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

In light of the continued impact of the pandemic on statutory assessment at the end of 2021, teacher assessment has been used to measure the impact of our strategy to date.

Year 1 Review (2021/22)

EYFS - 38% of PP children achieved GLD v 100% on Non PP.

Linked to challenges

Improved oral language skills and vocabulary among disadvantaged pupils

- Weekly oracy assembly for all pupils.
- Dedicated teachers trained in oracy techniques to lead the improvement drive across the school in particular targeting PP children.
- Oracy sentence stems used throughout the curriculum to scaffold children's answers.
- Scaffolded sentence stems created for PP children to use during writing lessons.
- High quality vocabulary is consistently shared and modelled with a section of each writing lesson dedicated to generating vocabulary.
- Introduction of Classics lessons to improve vocabulary.

Improved reading and writing attainment among disadvantaged pupils, particularly in years 1 and 2

% of the 11 Y1 PP and 8 Y2 PP children achieving ARE or above at the end of the academic year 2021/22	
Year 1 Reading 36% (9% GDS) - 4/11	Year 1 Writing 36% - 4/11
Year 2 Reading 50% - 4/8	Year 2 Writing 38% - 3/8
% of PP children versus non PP children achieving ARE or above.	
Year 1 Reading 48% ARE or above 36% PP 67% Non PP	Year 1 Writing 43% ARE or above 40% PP 60% Non PP
Year 2 Reading 68% ARE or above 31% PP 69% Non PP	Year 2 Writing 63% ARE or above 25% PP 75% Non PP

- Dedicated and trained TAs and teachers lead a high quality daily phonics session which targets PP children.
- Regular CPD was provided for staff to enable them to deliver high quality phonics.
- Ofsted 2021 noted that our phonics program and its delivery were of a high standard and challenged the children.
- Additional phonics interventions were provided by the class teacher
- The Write Stuff approach to writing has been implemented across the school which is highly focused on developing vocabulary and delivers writing in small manageable chunks which has successfully supported our PP children.
- Editing skills taught and conferencing takes place between teacher and child to support our PP children.

Improved maths attainment for disadvantaged pupils at the end of KS2

% of the 12 Y6 PP children achieving ARE or above at the end of the academic year 2021/22
33% (8% GDS) - 4/12
% of PP children versus non PP children achieving ARE or above.
42% ARE or above 40% PP 60% Non PP

- PowerMaths implemented using high quality modelling to scaffold PP child in understanding the small step required to be successful.
- Rapid recall skills taught to develop fluency in mathematics.
- Arithmetic skills developed throughout the year by the class teacher specific focus on PP children for conferencing.
- Catch-up funding used for maths tuition.
- Ofsted 2021 noted ‘...mathematics are cornerstones of the curriculum. These are well planned and sequenced so that pupils acquire core knowledge.’

Improved metacognition and self-regulation

- CPD on Rosenshine’s principles focusing on review materials in order to not overload a child’s working memory.
- Rapid recall skills are a priority so that mathematical fluency is improved.
- Recall strategies to be used across the curriculum subjects.
- PP chosen for pupil conversations to discuss their learning to develop their long term memory of prior learning.

Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

- Improvement in playground equipment for KS1 to encourage physical activity at break time and lunch time.
- ELSA/Learning mentor support for PP children when required.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

- Regular monitoring with the EWO.
- PSA contacted families who needed additional support
- Relevant outside agencies involved and families challenged where appropriate (e.g. TAM and EHAT meetings)

Whole School Attendance 2020-2021: 95.61%

Whole School Attendance 2021-2022: 93.18%

Pupil Premium Attendance 2020-2021: 93.51%

Pupil Premium Attendance 2021-2022: 91.59%

PA for whole school 2020-2021: 11.49% (20 children)

PA for whole school 2021-2022: 21.38% (34 children)

PA for PP children 2020-2021: 85% (17 children)

PA for PP children 2021-2022: 79.41% (27 children)

Covid has had a negative impact on attendance this year. The PSA and HT meet monthly with the EWO to review cases and low attendance/warning letters are sent out.

2021-2022

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in reading and writing in KS1 and mathematics in KS2. 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 improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure in which we successfully improved engagement in remote learning rapidly and with impact.

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
The Write Stuff writing programme (Jane Considine)	The Training Space
Power Maths	
RWI	

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