

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	Parish C.E. Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jennifer Young
Pupil premium lead	Claire Beechey
Governor / Trustee lead	Chris Melling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,255
Recovery premium funding allocation this academic year	£10,585
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	£114,055

Part A: Pupil premium strategy plan

Statement of intent

At Parish C.E Primary School it is our intention that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning.

Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. This has led to an increase in the attainment gap between disadvantaged pupils and non-disadvantaged pupils (EEF, 2021). Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the change to achieve their true potential.

Our creatively constructed 'Rainbow Curriculum' provides a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. In Genesis, God tell us that the Rainbow signifies his promise to the Earth; following his lead, our Rainbow Curriculum signifies our promise to the education of the pupils that we serve.

Our strategy plan links closely with our school development plan, sports premium and CPD priorities. We adopt a three-tier approach in which we prioritise high quality teaching and learning for all. Within this we invest greatly in high quality CPD for all staff. Targeted interventions are carefully planned for in-light of children's needs, including speech & language, reading, writing, maths support. We also invest in wider strategies to support the development of cultural capital, physical and mental wellbeing and attendance.

The key principles underpinning our approach are:

- That our pupil premium strategy links to all other aspects of our whole school strategic planning.
- Our actions are evidence-based on National research.
- A relentless focus on high-quality of curriculum and teaching and learning achieved through high quality training and support. Our actions are measurable with clear success criteria.
- That all members of our community are aware of the desired outcomes of our plan, how we achieve them and the roles they play.
- That our plan will be responsive and flexible to meet any changing local and national needs.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Low level language skills have been exacerbated by Lockdown/Partial lockdowns.</u></p> <ul style="list-style-type: none"> - This has been identified through NELI language screening and NFER baseline assessments. Reception baseline assessments showed that 0% of pupil premium children achieved 3-4 year secure within speaking upon entry to Reception. - We are acutely aware of the 30 million word gap by age 3 (Hart and Risley, 2003). As mentioned above, the vast majority of our pupils start school with language skills that are under-developed for their age. For our disadvantaged pupils, this impacts on their literacy and numeracy development, their ability to listen and pay attention, their use of vocabulary and leads to difficulty understanding, organising and using language. - Ongoing formative assessment across the rest of the school (formulated through our partnership with Voice21) show that the disadvantaged pupils in particular have difficulty in understanding and using the identified attributes of effective talk.
2	<p><u>Gaps in phonics and reading, including early reading, which have widened due to lockdowns and previously identified language issues (identified and tracked through phonics assessments and NFER data analysis).</u></p> <ul style="list-style-type: none"> - In 2019, phonics data showed that the % of disadvantaged children passing the Year 1 Phonics Screening Check was below the percentage of all children. (75% v 83%). - On entry phonics data indicates percentage of children, including disadvantaged children, being able to orally blend, recognise and say letter-sound correspondences is low. (Only 10% of pupils were able to recognise some Set 1 sounds). - In December 2020, Y2 pupils (who had missed the phonics screening check in June 2020) undertook the Phonics Screening check. 79% achieved the expected standard.
3	<p><u>Writing attainment has declined, exacerbated by Covid19</u></p> <ul style="list-style-type: none"> - Writing standards across the school have dipped, identified by teachers and subject leaders through work scrutinies. - Return to School and End of Year data shows a significant drop in writing attainment compared to previous assessment data.
4	<p><u>Attendance and readiness to learn upon arrival at school has been impacted by Covid19.</u></p>

	<ul style="list-style-type: none"> - Attendance data shows that the gap between PP and Non-PP pupils has increased over the last three years despite every effort and bespoke support in place. 2020/21 data PP attendance 94.85% compared to non-PP attendance of 96.4%. - Analysis of attendance data for 2020/21 also shows that 68% of those classed as persistent absentees are disadvantaged.
5	<p><u>Many of our disadvantaged children have limited access to wider activities, experiences and enrichment which in turn impacts on the development of their cultural capital.</u></p> <ul style="list-style-type: none"> - As we are located in an area of high deprivation, the school has provided the majority of wider enriching activities experienced by our pupils. This has been identified by conversations with our children and families through our annual programme of surveys. The resumptions of these experiences, including our bespoke Pots of Gold experiences, is key part of our strategic planning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • All stakeholders are aware of the school's Oracy strategy (Voice 21). • Early Talk Boost/NELI assessments show significant improved language skills. • Children are using a higher level of vocabulary both in and out of the classroom and class vocabulary boards are actively used across school. • Monitoring evidence including pupil voice, work scrutiny and engagement in lessons indicates improved language skills across all year groups. • Lesson observations, learning walks and conversations with pupils show that the school's oracy strategy has become an integral part of the fabric of the school.
Improved reading attainment for disadvantaged pupils by the end of each phase.	<ul style="list-style-type: none"> • Increase the % of disadvantaged pupils passing the Y1 phonics check – closing the gap between disadvantaged pupils and all pupils. • KS1 reading outcomes for disadvantaged pupils remain at least in line with national by 2024/25. • KS2 reading outcomes improve each year so that by 2024/25 the % of disadvantaged pupils

	<p>meeting the expected standard is at least in line with national.</p> <ul style="list-style-type: none"> • High quality phonics teaching remains a focus across early years and key stage 1, and 'off-track' pupils in Key Stage 2 receive swift intervention to close the gap. • NFER assessment evidence shows increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils.
<p>Improved writing attainment for disadvantaged pupils by the end of KS2.</p>	<ul style="list-style-type: none"> • Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children. • Measured by moderated teacher assessments against national expectations. • Trust-wide writing moderation, ratifies teachers' judgements.
<p>To achieve and sustain improved attendance for our disadvantaged pupils to bring them in line with our non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • To achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by 2024/25. • Achieve the LDST Attendance Quality Mark by the end of 2022. • Fortnightly attendance team meetings. • Half termly attendance data analysis. • EWS SLA to support and challenge the attendance of pupils, particularly those who are disadvantaged and persistent absentees. • Parents and pupils understand the impact good attendance and punctuality has on pupils reaching their potential.
<p>Children will have greater access to cultural and sporting experiences beyond the classroom in addition to a range of physical and experiential learning experiences which will be built into our curriculum offer.</p>	<ul style="list-style-type: none"> • All children will have the opportunity to participate in two 'Pots of Gold' experiences each academic year. • The Archbishop of York Young Leaders programme and Parish University raise the aspirations of pupils. • Pupil and parent surveys show positive responses toward cultural experiences. • Weekly forest school sessions will take place in Nursery, Reception and Nurture Group. • Powerful curriculum moments take place to nurture pupils' curiosity.

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: £46,467.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Become a Voice21 school in order to access vital support and CPD in establishing the Oracy benchmarks across school – action plan created alongside Voice 21.</p>	<p>Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11.</p> <p>Further research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years)</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>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. Given that Oral language approached can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of these approaches may support some disadvantaged pupils to catch up with peers.</p> <p>Early Years Communication EEF Toolkit Gender Gap Literacy and Language Development University of Bristol</p>	<p>1, 3</p>

<p>Wider curriculum development and training</p>	<p>A wealth of research, see examples below, demonstrates the impact on ALL children's attainment and progress of a well-planned and sequenced curriculum, encompassing elements of cognitive science e.g. spaced learning, interleaving, retrieval practice and managing cognitive load.</p> <p>This strategy will include planning development, scrutiny of curricula documentation which supports teachers' delivery of subjects, instructional coaching for teachers and wider CPD for teaching assistants.</p> <p>Education Inspection Framework Ofsted 2021 Cognitive Load Theory Chartered College 2018 Cognitive Science Approaches in the Classroom EEF</p>	<p>3, 5</p>
<p>Teaching and Learning Toolkit Development</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>Therefore, 10% of a senior leaders time will be dedicated to the development of teaching and learning across the school, through research based approaches as outlined in the EEF toolkit and other key educational documents e.g. Teaching Walkthrus by Tom Sherrington.</p> <p>Pupil Premium Guide EEF 2021 Teaching Walkthrus Tom Sherrington</p>	<p>3, 5</p>
<p>Enhancement of our phonics programme in line with DfE and EEF guidance.</p>	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. As a school, we have adopted Read Write Inc as our approach to teaching phonics. This programme is well-embedded across school however regular development and training opportunities are essential in the continued success of the scheme. Therefore, investment has been made in phonics training, resources and also staff time to ensure the programme continues to support the teaching and delivery of effective phonics.</p> <p>Teaching and Learning Toolkit Phonics EEF KS1 Literacy Report EEF</p>	<p>2</p>

<p>CPD for staff to support the discrete teaching of vocabulary across the school.</p>	<p>The National Curriculum states: ‘Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils’ current knowledge.’ This course guides participants through that systematic approach, in a fun and effective manner.</p> <p>Spoken vocabulary at five impacts on reading comprehension at fifteen years of age. Yet children from the poorest 20% are already a year behind with spoken vocabulary by 5. There are many children in our classrooms who need support, and also so many words to learn. Thus, a year on year approach is called for.</p> <p>'Word Aware' is a structured whole school approach to promote the vocabulary development of all children. Focused on whole class learning, the approach is of particular value for those who start at a disadvantage - including children with Special Educational Needs and those who speak English as an additional language. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary.</p> <p>Vocabulary and Oral Language Teaching and Learning Toolkit EEF</p>	<p>1, 3</p>
<p>Early Years Foundation Stage curriculum development and training.</p>	<p>Children born into different socio-economic backgrounds are likely to have significantly different life chances, and these socio-economic differences take hold early. Educational attainment is a significant factor affecting life chances. Disadvantaged children start school behind their peers when they begin school, and that attainment gap widens, unless tackled, as children progress through school, particularly during secondary school. In 2016, disadvantaged pupils were on average 19.3 months behind their peers by the time they took their GCSEs. The EPI estimates that “at the current rate of progress, it would take a full 50 years to reach an equitable education system where disadvantaged pupils did not fall behind their peers during formal education to age 16”.</p> <p>The evidence is clear that early years education for children below the age of four has a positive impact on the life chances of disadvantaged children. Disadvantaged children receive particular benefit from attending pre-school, especially when they are learning alongside children from different social</p>	<p>1, 2, 5</p>

	<p>backgrounds. The Sutton Trust told us in written evidence that ‘<i>The attainment gap between disadvantaged children and their more advantaged counterparts is already evident when children begin school aged 5, with a gap between them the equivalent of 4.3 months of learning. This gap more than doubles to 9.5 months at the end of primary school, and then more than doubles again to 19.3 months at the end of secondary school.</i>’</p> <p>Therefore, we have prioritised the development of teaching and learning across our Early Years Foundation Stage in terms of staffing, training and resources.</p> <p>Development Matters EYFS Curriculum Guidance Early Childhood Education Nuffield Foundation</p>	
<p>To improve progress of PPG children with SEND across Y2 to Y6 through quality first teaching.</p>	<p>“<i>The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.</i>” School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>Pupils who have both SEND and are in receipt of Pupil Premium are at risk of falling behind their peers.</p> <p>Often small adaptations to provision, additional resources and training can ensure that pupils are able to ‘keep up.’</p> <p>Therefore, we have prioritised training for staff on quality first teaching and dedicated a proportion of a senior leaders timetable to ensuring that appropriate provision is in place to support pupils that are SEND and PP.</p> <p>SEND Links to Poverty Joseph Rowntree Foundation</p>	1, 2, 3

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

Budgeted cost: £38,356.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	2

<p>at disadvantaged pupils who require further phonics support.</p>	<p>particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Delivery of Nuffield Early Language Intervention</p> <p>Embedding NELI oral language interventions and activities in the Early Years.</p>	<p>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.</p> <p>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.</p> <p>NELI Language Intervention EEF</p>	1,
<p>Teaching assistants to provide targeted academic support and to skilfully and explicitly link</p>	<p>Making best use of Teaching Assistants – EEF report</p>	3

<p>structured 1:1/small group tasks to classroom teaching.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> - Motor Skills United - Fresh Start - Precision Teach - Beat Dyslexia - White Space Maths sessions. - Early Talk Boost 	<ul style="list-style-type: none"> - 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. <p>Effective Use of Teaching Assistants EEF</p>	
<p>To improve progress of PPG children with SEND across Y2 to Y6 through delivery of a bespoke, modified curriculum in a specialised environment.</p>	<p><i>“The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>Pupils who have both SEND and are in receipt of Pupil Premium are significantly more likely to fall behind their non-disadvantaged peers.</p> <p>A small number of pupils with high levels of additional needs require a bespoke, personalised curriculum in order to ensure progress and to meet their social, emotional and behavioural needs.</p> <p>EEF study into behaviour interventions: <i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</i></p> <p>Therefore, we have dedicated funding to our ‘Nurture Group’ provision, where children receive a bespoke, modified curriculum along with a nurturing approach.</p>	<p>1,2,3</p>

	SEND Links to Poverty Joseph Rowntree Foundation Behaviour Interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,981.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy an attendance team to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.	<p>There is a strong link between attendance and attainment: “in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.”</p> <p>DfE’s Improving School Attendance: “There is a clear link between poor attendance at school and lower academic achievement.”</p> <p>Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years 	4
Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance	The Social Mobility Commission report ‘An Unequal Playing Field’ uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	5

<p>their cultural capital.</p>	<p>Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others.</p> <p>Since the introduction of the 2014 National Curriculum which defined cultural capital as ‘the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said’, usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well- rounded and informed citizens.</p> <p>We have therefore invested in our ‘Pots of Gold’ initiative, alongside other curriculum ‘wow moments’, which aim to nurture pupil’s curiosity by offering the chance to experience ‘life in all its fulness.’</p> <p>Social Mobility Commission An Unequal Playing Field</p> <p>Early Education Cultural Capital</p>	
<p>Improve wellbeing for all children following Covid lockdowns.</p> <p>This will include training for staff and access to counselling services for pupils.</p> <p>A senior leader will complete ‘ROAR Whole School</p>	<p>‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.</p>	<p>4, 5</p>

<p>Approach to Mental Health' course.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor.</p> <p>Social and Emotional Learning in Primary EEF Social and Emotional Learning Teaching and Learning Toolkit EEF Trauma Informed Schools Evidence Base</p>	

Total budgeted cost: £114, 055

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.

Attainment:

As noted, there is no available national data to evidence improvements in outcomes for 2020 and 2021.

We have made use of standardised and teacher assessments to assess 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.

Last year we delivered a quality CPD programme to all staff across a range of subject areas, albeit virtually. We reviewed our Marking & Feedback policy to ensure pupils were receiving quality verbal feedback which was having a positive impact on their day-to-day progress. We completed the NELI programme for a group of pupils in Reception with very positive outcomes. Despite our rigorous approach to all pupils 'catching up' the attainment of our disadvantaged pupils was lower than non-disadvantaged pupils, with the gap widening by the end of the Spring term following the second lockdown. Outcomes were notably lower in the areas of writing and maths. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Remote learning:

We audited pupil's accessibility to technology at home and provided all pupils who required it with a laptop to ensure they could access their daily lessons at home. We closely monitored the engagement levels of all our families working remotely during this period and ensured we had a daily check-in with them all, this included doorstep visits for those reluctant to engage. We sought feedback from our parents regarding the quality of our remote education offer via a questionnaire. Feedback from this was very positive with 97% reporting they were very satisfied/satisfied with the level of support their child received.

We offered high quality food parcels to vulnerable families and delivered these by hand to allow us to maintain contact with our families.

Pupils' wellbeing, social, emotional and behavioural needs:

We completed wellbeing questionnaires with all our pupils on return to school (post-lockdowns) and although their feedback gave a positive picture overall, it was clear, through daily interactions, behaviours and observations, that Covid lockdowns had impacted on our pupil's wellbeing, social, emotional and behavioural needs. This impact was particularly notable with some of our older pupils and disadvantaged pupils.

Although overall attendance in 2020/21 was higher than in the preceding years at 96%, this does not indicate improvement due to the implementation of the 'x code.' Should the 'x code' have been taken into account, our actual data would be 74.9%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.15% lower than their peers and 68% of persistent absentees were in receipt of pupil premium grant. These figures explain why attendance is a focus of our current plan.

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
N/A	

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.