# Pupil premium strategy statement 2021-2022

## 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 | Priestsic Primary and Nursery School |
| Number of pupils in school | 407 F2 – Yr6  39 part time F1 |
| Proportion (%) of pupil premium eligible pupils | 41.7% (170) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Sarah Stamp |
| Pupil premium lead | Jo Small |
| Governor / Trustee lead | Liz Kitts |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £196,370 |
| Recovery premium funding allocation this academic year | £24,650 |
| 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 | £221,020 (not including school led tuition) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **STATEMENT OF INTENT**  Our intention 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.  The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:  • ensure disadvantaged pupils are challenged in the work that they’re set  • act early to intervene at the point need is identified  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve  **Principles**   * We ensure that teaching and learning opportunities that meet the needs of all the pupils * We 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 * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. * Pupil premium funding will be allocated following a needs analysis which will identify priority classes, 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.   **Ultimate Objectives:**   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by providing additional targeted support for pupils to ensure they make rapid and sustained progress, catching up on lost learning caused by the impact of the COVID-19 whole school closures. * For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.   **Achieving these objectives:**  The range of provision the Governors consider making for this group could include and would not be inclusive of:   * High quality CPD to ensure quality first teaching * 1-1 and small group tuition using the NTP * Targeted 1-1 and small group intervention to enable “catch-up” based on needs analysis * Behaviour, emotional and social support through our Priestsic Pastoral Package – FSW, * Onsite counselling services to support social, emotional and mental health need. (Casy Counselling) * Forest schools provision to provide opportunities for resilience building, social interactions and emotional well-being ensuring children are ready to access learning. * Improving attendance through the use of an attendance officer * Subsidy for educational activities, experiences and residential visits ensuring children have first-hand experiences to increase their cultural capital and draw upon when learning back in the classroom. * Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Priestsic Values and thus enhance learning. * Use of the Reading ladies to increase reading miles for those children who do not read regularly at home.   This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require. |

## 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 | Assessments, observations and discussions with pupils indicates that disadvantaged pupils’ speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond. |
| 2 | A range of social and emotional issues heightened by Covid-19 and the subsequent extended school closures are hindering the progress of our PP children. |
| 3 | A widening of learning gaps in reading, writing and mathematics for pupil premium pupils as a result of the extended school closures caused by Covid-19.  **Internal school data summer 2021 shows**   |  |  |  |  | | --- | --- | --- | --- | | Current year group: | % of non-disadvantaged pupils achieving ARE combined | % of disadvantaged pupils achieving ARE combined | GAP | | 1 | 71% GLD end of FS | 48% GLD end of FS | -23% | | 2 | 64% | 41% | -23% | | 3 | 68% | 41% | -27% | | 4 | 38% | 23% | -15% | | 5 | 56% | 50% | -6% | | 6 | 57% | 41% | -16% | |
| 4 | Disadvantaged pupils’ attendance was 92.1% in 2020-2021. This reduces their school hours and can cause them to fall behind their peers. (Data measured from 2.9.20 – 28.7.1) |
| 5 | Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations. |

## 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 |
| Improve oral language skills and vocabulary among disadvantaged pupils | Assessments and observations evidence significantly improved oral language among disadvantaged pupils. This is shown when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments. |
| To achieve and sustain improved wellbeing for all our pupils in our school, particularly disadvantaged pupils. | Sustained high levels of wellbeing from October 2022 demonstrated by:  -qualitative data from pupil voice, pupil and parent surveys and teacher observations  -a significant reduction in the number of disruptive behaviour incidents logged on CPOMS  -individual case study reports for identify pupils and their families. |
| Improve the combined attainment for disadvantaged pupils at the end of each key stage. | FS2, KS1 and KS2 combined outcomes in October 2022 show more than 60% of disadvantaged pupil met the expected standard.  (In 2019 the national average for all pupils was 65% with an average gap of 2.91% for disadvantaged pupils) |
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils. | Sustained high attendance from October 2022 demonstrated by:  Improved attendance and punctuality in targeted children to at least 95%.  Persistent absenteeism for PP pupils is reduced from the 2019 figure of 25.1% (measured from 2.9.20 – 14.2.20 due to COVID 19) to 16%. |
| To improve disadvantaged pupils’ experience and knowledge of their own community and the wider world. | Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.  Increase in comprehension skills evident by the percentage of pupils achieving ARE in reading are in line with national expectations by October 2022.  Percentage of pupils achieving ARE in writing is in line with national expectations by October 2022. |

## 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: £73,558 (33% of budget)**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Professional Development – coaching programme**  Deputy Headteacher x 2 days per week  Focus on improving the standard of quality first teaching through a programme of coaching and support across KS2.  **£31,945** | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>  High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days. We are also part of the Southwell Minster Maths Hub and access CPD through the Flying High English Hub. | 3 |
| **Professional Development – coaching programme**  Deputy Headteacher x 1.5 days per week  Focus on improving the standard of quality first teaching through a programme of coaching and support across KS1.  **£25,349** | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>  High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days. We are also part of the Southwell Minster Maths Hub and access CPD through the Flying High English Hub. | 3 |
| **Supporting Great Teaching: National College Subscription**  **£1245 for the year** | All staff have access to high level CPD that is relevant to their individual needs. They will be able to access all webinars and courses remotely, anywhere, anytime, on any device.    Teachers have a thorough understanding of the “Recovery” programme and can access a range of opportunities for professional development to help pupils make up for lost teaching time and reducing pupil attainment gaps. | 1,2,3 |
| **Speech and Language TA 2.5 day per week.**  Use the Language Link assessment system to screen all children on entry to FS2 and establish bespoke SALT to improve communication and language skills through the use of the Nuffield Early Language principles.  **£14,644 – SALT TA**  **£375 – language link subscription.** To screen all children on entry to F2 and ensure identified children are targeted for speech and language intervention. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  On entry to Reception, most children have low Language and Communication skills – 88% of disadvantaged children are working below age related expectations on entry to F2.  57% of all pupils are in the 30-50/ 22-36 month age band on entry with 33% of disadvantaged children working significantly below in 8-20/16-26 or 22-36 month age band.  Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.  Despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELG’s. Communication and language skills is the biggest limiting factor.  \*\*Disadvantaged pupil achieving GLD was 46% in school which slightly outperformed the LA at 45%. | 1, 5 |

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

**Budgeted cost: £58,082.50 (26% of budget)**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **1:1 Online tuition**  To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.  **£4950**  **NTP to cover 75% of the cost for 25 PP children.** | 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:  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Following a year of Third Space Learning online tuition, the “headline” attainment measures at the end of KS2 shows 68% of our disadvantaged children achieved ARE in maths, outperforming the LA at 59% indicating that the intervention is successful in reducing that limiting factor for our disadvantaged children. Compare this to the “headline” attainment data at the end of 2019 which saw only 26% of our disadvantaged pupils achieve ARE in maths.  We will continue to run the intervention in order to maintain the higher than local ARE outcomes in maths at the end of KS2. | 3,4 |
| **1:1 and small group support:**  To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a daily reading programme for those children who do not get the opportunity to read at home.  Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.  **£8627 X 5 = £43,135**  **(2.5 hours x 5 staff)** | The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  The percentage of disadvantaged children who achieved ARE in reading has fell considerably when compared to the 2019 end of KS1 data.  In 2019 75% of disadvantaged children achieved ARE which was above the LA at 55%. In 2021 the percentage of disadvantaged children achieving ARE at the end of KS1 has fell by 38% to 37% which is well below LA and the 2019 school data.  Summer 2021 in school data shows that the percentage of disadvantaged children achieving ARE across FS2- Yr2 in reading is:  FS2 – 50%  Year 1 – 50%  Year 2 – 44% | 1,3,6 |
| **1:1 and small group tuition:**  To accelerate the progress of identified children within KS1 in phonics, writing and maths in order to achieve ARE by the end of the academic year through the National Tutoring Programme.  **(3 hours a day, 5 days a week for 30 weeks)**  ***(*£183.75 per week X 30 = £5512.50*)*** | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  **Phonics Support:**  The “headline” attainment measure at end of EYFS identifies that despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELG’s. Communication and language skills is the biggest limiting factor.  The ‘headline’ attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 56% of pupils achieved the combined standard this year, compared to 61% of the school’s KS1 cohort in 2019, and 65% of pupils nationally in 2019. Data indicates that the group of pupils most disrupted by the pandemic are disadvantaged pupils. When comparing the 2019 outcomes for disadvantaged pupils to the 2021 outcomes there had been a significant decrease in the number of DP achieving ARE in reading, writing and maths.   |  |  |  | | --- | --- | --- | | % of DP pupils achieving ARE end of KS1 | 2019 | 2021 | | Reading | 75 | 37.5 | | Writing | 60 | 37.5 | | Maths | 60 | 37.5 | | 1,3,6 SPEAK TO CATHY ABOUT A REPORT ABOUT |
| *1:1 and small group tuition*  *To accelerate the progress of identified year 3 children who are working below age related expectations in read. 1:1 Teaching of reading.*  ***£4485***  ***Costing for RB ½ day per week = £115 x 39 weeks = £4485*** | Only 44% of disadvantaged pupils achieved ARE in reading at the end of KS1 compared to 71% of non-disadvantaged pupils.  The gap between the disadvantaged and non-disadvantaged pupils has widened considerably since the start of the Autumn term and is concerning. Upon closer analysis of the data, it can be seen that; of the 17 disadvantaged pupils, 47% of them are also SEND. This is a far greater percentage than of the non-disadvantaged pupils of whom 5% are SEND. Analysis of this group of pupils shows that the SEND pupils who are also disadvantaged have complex needs, individualised timetables and small group/one to one support to enable them to access the curriculum.  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:  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1,3,6 – SPEAK TO Y3 TEACHERS FOR IMPACT REPORT FOR THIS – WHERE ARE THEY NOW?  CAPTURING WORK THAT THE TEACHERS ARE DOING |
| *School-led Tuition Year 6*  *To improve outcomes for disadvantaged pupils in writing through small group and 1:1 tuition.*  *Costing for AT – 1 day in year 6 small group tutoring.* ***£3780 (Autumn 2 - Nov – July)***  *Academic tutor in KS2 to secure accelerate progress of identified children - writing focus.*  ***COSTING? We pay 5% of £19,000 salary plus on costs.***  ***£1250*** | End of KS2 writing outcomes – The “headline” attainment measures at the end of KS2 show that 56% of DP achieved ARE in writing compared to 73.5% of non DP. Meaning writing is the biggest limiting factor in allow our disadvantaged pupils to achieve ARE combined.  **KS2 in school data - % of children achieving ARE in writing across KS2 summer 2021.**   |  |  |  |  | | --- | --- | --- | --- | |  | Disadvantaged | Non-disadvantaged | GAP | | Yr3 | 44% | 66% | -22% | | Yr4 | 23% | 45% | -22% | | Yr5 | 48% | 51% | -3% | | Yr6 | 41% | 60% | -19% |   **Year 3:**   * The National Tutoring Programme has had a positive impact on writing outcomes for these children when they were in year 2. 16 of the pupils who were not ‘R’ at the start of the academic year were targeted. 69% of these pupils made accelerated progress and went on to achieve EXS in writing. * Disadvantaged pupils are doing less well in their writing than the non-disadvantaged pupils. If the disadvantaged pupils who are not SEND are considered, 78%. No disadvantaged pupils achieved GDS in writing.   **Year 4:**   * Writing levels in the current Year 4 have not returned to pre-pandemic levels. It is a subject that has been considerably impacted by the disruptions caused by COVID-19. Attainment is 36% below the outcomes at the end of KS1 at 73% ARE. This is an improvement of 10% on baseline attainment for writing at the start of year 3.   **Year 5:**   * Accelerated progress has been made in writing over the course of the year - +16% since autumn term. Writing levels are still, however -10% when compared to pre-pandemic levels. * Disadvantaged children have made accelerated progress (+20%) The gap between disadvantaged pupils and non has narrowed and is currently -3%. * Writing ar greater depth has increased stedily over the year – currently 9% which is broadly inline with end of KS1 outcomes. The impact of the greater depth writing training by the LA is evident to see.   **Year 6:**   * Outocmes in writing have remained stable over the course of the year - +5% since autumn term. Writing levels remain low -9% when compared to pre-pandemic levels. * The gap between disadvantaged pupils and non remains significant (-19%) * Writing at greater depth has increased stedily over the year – currently 8% which is broadly inline with end of KS1 outcomes. The impact of the greater depth writing training by the LA is evident to see. |  |

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

**Budgeted cost: £ *76,453 (35% of budget)***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Behaviour, social and emotional support:**  **Family Support Worker:** To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of different situations.  Availability of nurturing and resilience building activities in 1:1 or small groups.  To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1  Family support work with identified vulnerable families – in school early help offer – prevention and early signposting to specialist support.  **£31,796** | <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf>  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.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. | 2,4 |
| **Behaviour, social and emotional support:**  Identified TA to receive Forest School Lead Training – Level 3.  Forest school provision 1 x half day per week. Lead by Forest School leader and 1 **x TA plus volunteer.**  ***£500 hire of forest school***  ***£1898 KH time***  ***£4965 MC ½ day***  ***£ 5265bus!***  ***£997 – forest school training***  ***£8360*** | 2,4,5 |
| **Improving Attendance:**  Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Attendance office to be employed for 3 days per week to monitor persistent absence and late arrivals.  Structured conversations to be used to engage parents.  First day response by attendance officer.  **£15,032** | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  [Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 1,2,3,4,5 |
| **Improving social, emotional and mental health:**  Casey counselling sessions 2 whole day per week = 10 sessions. Cost to include a CPD session for staff to provide an insight into the counselling strategies that maybe used.  **£9265** | <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf>  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.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. | 2,4 |
| **Providing experiences:**  Curriculum enrichment subsidy. £6000  Residential experiences £4000  Total £10,000 | Learning supported by trips that are planned carefully to enhance the school’s curriculum.  Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.  Raised aspiration and cultural capital. | 2,4,5 |
| **Reading for pleasure and raising aspiration:**  Author in residence – Patron of Reading.  6 x workshops across the year.  £2000 | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf>  A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:  • Reading attainment and writing ability;  • Text comprehension and grammar;  • Breadth of vocabulary;  • Positive reading attitudes;  • Greater self-confidence as a reader;  • Pleasure in reading in later life;  • General knowledge;  • A better understanding of other cultures;  • Community participation; and  • A greater insight into human nature and decision-making. | 1,2,3,5 |
| **£7661** |  | 1 -5 |

**Total budgeted cost: £213,358.50 (plus £5,030 – school led tuition funding)**

# 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.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. It should be noted however, that all assessment judgements for the academic year 2020/21 have been made following advice and guidance from the local authority following the principle of ‘best fit’ for this academic year only. It will not be possible, therefore, to make direct comparisons to data and outcomes from previous or future years.  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, 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, which was aided by both live and recorded lessons by teachers, targeted interventions via teams across the school and supplemented with online materials like those published from Oak National.  Although overall attendance during 2020/21 was significantly impacted by the Covid 19 pandemic, the strategies and approaches we implemented last academic year did prove effective. Persistent absenteeism in the Autumn term 2020 had reduced 5.5% when compared to the Autumn term 2019. By the end of the summer term 2020 persistent absenteeism for pupil premium pupils had reduced to 11.5% compared to 25.1% at the end 2019. Our initial target for this group of pupils was 10%, which is why attendance still forms a key part of this 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 in order to establish the Priestsic Pastoral Package. |

## 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 |
| Third Space Maths Programme | NTP |
| Forest School Provision | Bagthorpe Primary School |
| Tuition in KS1 | NTP |

## 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 (optional)

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| *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.* |