

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 | Castleford Park Junior Academy |
| Number of pupils in school | 394 |
| Proportion (%) of pupil premium eligible pupils | 25% (100 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Kathryn Law Headteacher |
| Pupil premium lead | Jody Roberts Deputy Headteacher |
| Governor / Trustee lead | Rachel Davis, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £131,395 |
| Recovery premium funding allocation this academic year | £13,776 |
| 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 | £145,171 |

Part A: Pupil premium strategy plan

Statement of intent at CPJA

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 through a demanding and irresistible curriculum offer where all staff have high expectations for all pupils with no bias or hidden ceilings and all staff take responsibility for the teaching and learning of our pupils. All children can and will achieve at CPJA. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to their fullest potential, particularly those facing greatest disadvantage and vulnerability. This includes ensuring progress for those who are already high attainers; providing them with a demanding and irresistible curriculum offer.

We will consider and carefully identify the challenges faced by vulnerable pupils, such as those who have a social worker and who are 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, using an 'assessment not assumption' process of identifying key activities to support the progress and attainment of all pupils. At CPJA we truly believe in a 'learning led approach' rather than a 'label led approach' ensuring that all pupils benefit from the strategy plan to further improve their outcomes.

High-quality, evidence informed teaching and learning is at the heart of our strategy, 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. In many cases this approach also accelerates the progress for all pupils bringing them in line or above with national and like for like pupils. 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 using guidance and training from the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to specific learning barriers and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of being disadvantaged. 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 that 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; ensuring an inclusive and enriching curriculum offer.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. This is more prevalent among our disadvantaged pupils than for their peers. In particular, disadvantaged girls - who can be passive and lack confidence to speak and share opinions during discussions, whole class and in group work. |
| 2 | Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with reading fluency across the curriculum, which negatively impacts their development as readers when developing their inference skills (understanding a text) in reading and when reasoning in maths. |
| 3 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to year 3 it is clear to see that compared to pre-pandemic data attainment for disadvantaged pupils has significantly decreased. 70% of the current year 6 disadvantaged pupils came up at ARE compared to 86% non-disadvantaged and 76% of the year 5 pupils compared to 83% non-disadvantaged. In our current year 4 -the first year group affected by the pandemic- only 15% of disadvantaged pupils came up at ARE compared to 47% non-disadvantaged. This is echoed in the current Year 3 although not to the same extent, with 57% of the year 3 disadvantaged pupils achieving ARE in reading compared to 72% non-disadvantaged. This also demonstrates the widened gap between disadvantaged and non post-pandemic. |
| 4 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing due to their lack of resilience and independence when it comes to editing and critiquing their work to improve it and sustaining writing over a period of time. |

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| 5 | <p>Our assessments, observations and discussions with pupils and staff show that further development of inclusivity across the wider curriculum to improve outcomes in all areas for disadvantaged pupils is something that school continues to develop. We aim to ensure that work planned is demanding and irresistible and will ultimately lead to worthwhile beautiful outcomes across all subjects motivating learners whilst also striving to support them to become independent and have a balanced knowledge of the world – increasing their global inference potential.</p> |
| 6 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the lack of social interactions pupils have had with each other and the lack of enrichment opportunities available during school closure. These challenges particularly affect disadvantaged pupils, impacting on their attainment. This is evident in our in-house access to the school’s pastoral team – in particular the ‘Speak Out’ mentor. School have seen a significant increase in the amount of pupils accessing this resource and in referrals to ELSA (Emotional Literacy Support). Many of these referrals are around increased anxiety, understanding their own emotions, friendships and bereavement.</p> <p>Teacher referrals for support have markedly increased as a direct result of the pandemic. Last academic year there were 96 children requiring additional support with social and emotional and mental health needs this year, 1 term in already there are 73 children requiring the same level of support (Speak Out).</p> |
| 7 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is consistently in-line with national benchmarks. In 2018-19 - 15.9% of disadvantaged were persistently absent compared to 16.1% nationally for disadvantaged. Rigorous school attendance systems have meant that school have been able to bring persistent absenteeism below national benchmarks and broadly in line with the non-disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <p>Attendance figures show that 20% of the disadvantaged pupils (20 disadvantaged pupils) are deemed as PA.</p> <p>Although it is evident from previous year’s data that school’s robust attendance systems have supported families to improve historic attendance issues and those disadvantaged pupils who were classed as persistently absent have attendance figures of 98% or more there are still 20% of disadvantaged pupils who continue to require that high level of support</p> |

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 in particular girls leading to greater depth reading results.</p> <p>Pupils will ultimately know more, remember more – demonstrating this to a range of audiences both formally and informally.</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils in particular girls. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> | | | | | | | | | | | | |
| <p>Improved reading attainment among disadvantaged pupils.</p> | <p>KS2 reading outcomes predictions.</p> <table border="1" data-bbox="810 667 1406 864"> <thead> <tr> <th>Year</th> <th>Prior Attainment</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>56%</td> <td>77%</td> </tr> <tr> <td>2023</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>2024</td> <td>54%</td> <td>80%</td> </tr> </tbody> </table> | Year | Prior Attainment | Aspirational Target | 2022 | 56% | 77% | 2023 | 80% | 85% | 2024 | 54% | 80% |
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| 2024 | 54% | 80% | | | | | | | | | | | |
| <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p>KS2 maths outcomes predictions.</p> <table border="1" data-bbox="810 969 1406 1167"> <thead> <tr> <th>Year</th> <th>Prior Attainment</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>70%</td> <td>86%</td> </tr> <tr> <td>2023</td> <td>76%</td> <td>85%</td> </tr> <tr> <td>2024</td> <td>35%</td> <td>76%</td> </tr> </tbody> </table> | Year | Prior Attainment | Aspirational Target | 2022 | 70% | 86% | 2023 | 76% | 85% | 2024 | 35% | 76% |
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| Year | Prior Attainment | Aspirational Target | | | | | | | | | | | |
| 2022 | 39% | 77% | | | | | | | | | | | |
| 2023 | 76% | 85% | | | | | | | | | | | |
| 2024 | 28% | 80% | | | | | | | | | | | |
| <p>To provide a demanding and irresistible wider curriculum for all pupils including the most disadvantaged pupils.</p> | <p>Children will produce worthwhile, beautiful outcomes across all subject areas with increased independence and will ultimately impact on reading, writing and maths outcomes.</p> | | | | | | | | | | | | |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</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 reduction in referrals to ELSA/FIM and a reduction in children accessing ‘Speak Out’ for anxiety and friendship issues | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • 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>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be narrowed, in-line or below the National benchmark of 5.7% • the percentage of all pupils who are persistently absent being below the National benchmark of 8.2% and continue to narrow the gap between disadvantaged and non-so that they are in-line or above the National figure. |

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: £47,003

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Quality CPD for staff- Quality first teaching focused on oracy development and specific efficient formative assessment.</p> <ul style="list-style-type: none"> • in-house CPD given by drama specialist and oracy lead for the academy – ABC oracy • Collaborative action research and coaching strategies maintained in order to allow staff to evaluate and improve their skills over time – influencing the quality of their pedagogy • Embedding dialogic activities including metacognition strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate and evaluate their own understanding and extend vocabulary -impacting on their reading and writing skills. • We will purchase resources and fund ongoing teacher training and release time, along with maintaining working groups across the trust, focusing on coaching and action research. • Re-establish work with parents to further support children with reading fluency. • Staff now using clear and concise implementation plans to | <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Implementation is what schools do to improve: to change and be more effective. Implement, is how they put those new approaches into practice – this guidance describes the professional practice of implementation—to document knowledge of the steps that effective schools take to manage change well.</p> <p>EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</p> <p>School have also provided CPD based on the EEF metacognition and self-regulation.</p> | <p>1, 2, 3, 4, 5</p> |

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| <p>ensure that change is measured effectively.</p> | | |
| <p>Continued enhancement of our reading, writing and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> • We will fund leader release time to embed key elements of guidance in school and to develop coaching systems, resources and CPD including work with teaching assistants. • ‘Same Day Intervention’ will continue as a proven strategy that school use to give children instant feedback and intervention where identified • The quality and precise nature of models used and clarity of thought processes and demonstration for pupils developed further ensuring teachers have up to date understanding of current teaching methods and the most efficient ways of securing fluency, before depth | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Feedback is one of the highest EEF proven teaching strategy toolkit intervention that has the highest impact – this is achieved by using the SDI principle.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF believe the best way to break the link between family income and educational attainment is through better use of evidence: looking at what has—and has not—worked in the past can put us in a much better place to judge what is likely to work in the future.</p> <p>KS2 Literacy Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is</p> | <p>1,2,3,4,5</p> |

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| | <p>twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>The EEF offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Leadership</p> <ul style="list-style-type: none"> • HT with support from an experienced middle leader and further distributed leadership to other teachers who have responsibility for specific subject areas, are continuing to develop the wider curriculum • SENCO/PP lead is out of class fulltime • Maths lead is also the Deputy Head with two days out of class <p>Strong leadership in these areas that continue to grow and develop in school by raising the profile so that all children achieve the best outcomes possible and continue to close the gap between the disadvantaged pupils and others.</p> | <p>School have worked with leaders to develop strong implementation plans that link with their key priorities and that link closely with the school's development plan and the PP statement.</p> <p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Prior to covid19 school has diminished the gap between disadvantaged and National others as a result of the leadership structure in place.</p> | All areas |
| <p>Yew Tree Arts Drama</p> <p>Yew Tree Theatre company has a unique approach to work in schools. They design a drama experience for the school that is tailor made to fit the objectives, timetable, pupils and imagination. They deliver the ideal drama experience for the school and</p> | <p>The work that the company does with the school helps staff develop their own practice which then feeds into the weekly Literacy planning which ultimately impacts on the children's writing skills. Such focused delivery builds pupils'</p> | 1, 2, 4, 5, 6 |

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| <p>focus on communication and the precise vocabulary needed to successfully communicate to a range of audiences. The focus on collaboration also develops social and emotional skills.</p> | <p>reasoning and oral skills – developing vocabulary and confidence, in addition to improving writing skills.</p> <p>The drama techniques that are explored through Yew Tree incorporate many of the above teaching practices that are evidenced to improve the outcomes for all pupils including disadvantaged pupils. These include the use of speaking and listening, oracy development, collaborative learning, feedback, metacognition and self-regulation.</p> <p>The participation from all pupils also highlights the inclusivity of drama used in school.</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,948

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Reading fluency intervention is being trialled as part of the pre-teaching strategy.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF state that such 'Reading Comprehension' interventions have a high impact on pupils – this also links into the meta-cognition and regulation strategies and the high impact strategy of collaborative learning approaches. Also use of digital technology to improve learning is also supported by the EEF.</p> | <p>1,2,3,4,5</p> |

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| Maths pre-teaching is running as an intervention using learning by questions | As a result of this intervention, teachers can highlight impact and areas where pupils need further support to improve – this instant and direct feedback from the LBQ resource means that children are able to make quick progress and further barriers to learning are much more easily identified – EEF’s teaching and learning toolkit specifically states that ‘Feedback’ is a very high impact on pupil progress. | 3,5 |
| ELSA intervention is now embedded and runs alongside the school’s nurture unit. School run successful social skills groups that impact on the children’s abilities to be able to communicate successfully with confidence in a range of settings. | Social and emotional interventions have a moderate impact according to the EEF research however at CPJA we feel that this coupled with metacognition and regulation strategies that we apply throughout pupils’ progress will be accelerated by children being emotionally and socially ready to learn effectively. | 6, 7 |
| Nurture unit – 6-week block placements given to identified children who require more intensive SEL and a two-week transition project in the summer term. | As above | 6,7 |

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

Budgeted cost: £52,045

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Behaviour mentors working with most vulnerable pupils.</p> <p>Managed by an Inclusion Manager.</p> <ul style="list-style-type: none"> The BM and IM work as part of the inclusion team who run circle time, friendship groups, provide behaviour support, home school liaison, general mentor support with reading, homework etc. | School has now been running the ELSA intervention successfully for the last three years. ELSA is an intervention that tackles the growing number of pupils who may have emotional difficulties. There is a dedicated space available to run 1:1 and small group interventions covering a range of aspects around emotional literacy. We have two ELSAs and one mentor who also provides mentoring support prior to the ELSA intervention. | 1, 4, 5, 6, 7 |

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| <ul style="list-style-type: none"> • IM also tracks attendance of pupils with a focus on PP pupils. • IM is also key in school's safeguarding strategy and provision – ensuring all vulnerable pupils get the targeted support they need. | <p>Inclusion team will continue to heavily support transition plans that school have to ensure the most vulnerable children get the best start to their new educational setting.</p> <p>EEF support the impact of social and emotional skills with improving outcomes at school and later life.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <ul style="list-style-type: none"> • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. • Staff are working closely with the school's educational psychologist on emotion coaching and developing this through school in order to further add to the school's Emotional and Social skills offer. | <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(educationendowmentfoundation.org.uk)</p> | 6, 7 |
| <p>Forest School</p> <ul style="list-style-type: none"> • To increase the engagement level of the disadvantaged pupils by offering an exciting and enriching curriculum. • Extended this year to target vulnerable children or children | <p>School have been able to evidence through increased parental engagement and pupil enjoyment, that forest school is impacting on children's love of learning and learning resilience. Work completed with the forest school teachers is transferred to the wider curriculum back in the classroom – engaging more</p> | 1,4,5,6 |

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| <p>who struggle with anxiety/confidence and self-esteem</p> | <p>disadvantaged pupils to write. This has then extended to them singing up to the after-school club opportunities provided by the forest school team. Forest School incorporate many of the strategies that the EEF evidence as being effective teaching and learning strategies as quoted above.</p> <p>Vulnerable group to build up skills as working as a team and developing their social skills and sharing good practice of how to manage emotions.</p> | |
| <p>Increased Educational Psychologist support – 30 hours</p> <ul style="list-style-type: none"> • Support school with strategies to support pupils in need • Support school with embedding emotion coaching • Continue to support school with the development of the nurture unit | <p>EPS have provided CPD around emotion coaching to further enhance the SEL offer in school</p> <p>EPS have continued to help secure a significant number of EHCP plans. Working closely with this service has resulted in school receiving an Ofsted rating of a ‘good provider’ and has affirmed that the school is providing an inclusive education for all children. Having this number of hours means that this level of support for school and ultimately the children will continue to improve outcomes for our pupils and families.</p> <p>EPS have trained staff and helped develop systems to run the nurture unit including the use of the Boxall profile which helps school identify children who would benefit from this resource and what skills they need to work on during their placement.</p> | <p>1, 4, 5, 6, 7</p> |
| <p>Attendance team and EWO (Education Welfare Officer) working together to continue to improve</p> | <p>Attendance continues to be tracked rigorously in order to keep improving. The school has the resources and relevant</p> | <p>Attendance activity will target all challenges.</p> |

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| <p>attendance and persistently absent children.</p> <p>School use the DfE's Embedding principles of good-practice set out in the DfE's Improving School Attendance advice.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> | <p>tracking systems to do this so this needs to be even more focused so that disadvantaged pupils are tracked more closely and actions can be taken to tackle persistent absences & 'lates'.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | |
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Total budgeted cost: £ 145,996

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. From the data already shared it can be seen that pre-pandemic, the school's disadvantaged pupils were achieving in-line if not better than national others demonstrating that school were successfully implementing a vast verity of strategies to support all pupils but to particularly to accelerate progress of the disadvantaged pupils.

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, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall absences in 2020/21 was higher than in the preceding 2 years but it is still broadly in-line with National figures. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.4% higher than their peers and persistent absence 14.1% higher including covid related absence. These gaps are larger than in previous years, which is why attendance is a continued 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 |
|--------------------------|-----------------------|
| Tables Rockstars | TT Rockstars |
| LBQ | Learning by questions |
| EdShed Spelling | EdShed |
| CPOMS | CPOMS |
| Target Tracker | Juniper Education |
| Bloomz Communication App | Bloomz |
| Accelerated Reader | Renaissance |
| Charanga | Wise group music |
| Total Cost: | |

