



School Overview - Summary					
School	All Saints C of E Primary School, Newton Heath, Manchester, M40 1LS				
Academic Year	2021-2022	Total budget	£147, 835 (PP) £14, 397.50 (Recovery Premium / Catch up funding)	Date of Statement	December 2021
Total number of pupils in school	230	Number of pupils eligible for PP inc. LAC	105 children (45.6%)	Date for internal review for this funding	Autumn Term 2022
Head Teacher	John Sharp		Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024 (3-year plans are recommended)	
Chair of Governors	Olive Wadsworth		Contributors	Rachel Flatman (Deputy Head Teacher)	

This statement details All Saints C of E Primary School’s use of Pupil Premium funding (and recovery and catch up 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.

In line with the Education Endowment Foundation (EEF) Guide, All Saints C of E Primary School will adopt a tiered approach to Pupil Premium spending. They are as follows:



Tier one - Quality First Teaching

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, this is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching and delivery and planning of effective learning opportunities might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

Tier two - Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools and we will make use of these resources, reviewing regularly the most effective interventions needed to best meet the needs of our children.

Tier three - Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance and parental engagement. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Statement of Intent for our Pupil Premium Strategy Plan

At All Saints C of E Primary School, we have **high aspirations and ambitions for our children** and we believe that all learners should be able to reach their full potential and strive towards our vision of ensuring our children are **'Healthy, Happy and Confident'**. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at All Saints, we are determined to provide the support and guidance they need to help them overcome these barriers.

Many children:

- Encountered less stimulation in the first months of life compared with other children, leading to learning delay (memory, concentration, attention etc).
- Had limited time developing core muscles leading to fine motor control difficulties.
- Used a dummy for longer than recommended leading to speech formation problems.
- Have had less interactions and conversations than other children, leading to poor oral language.
- Have had limited experiences and also have poor general knowledge leading to difficulties in decoding, comprehension and composition.
- Do not encounter the use of correct grammatical structures in everyday speech, which leads to difficulties in constructing properly punctuated and grammatically accurate sentences.
- Come from households in which the value of education is not as understood as much as it is in others, and therefore key skills are not reinforced as frequently.



- Prefer to be doing other things and think it is 'hard'.
- Live in homes where there are other social and emotional pressures and challenges which can result in the children being absent/late and/or come to school tired, unhealthy or emotionally unsettled than is the case in other households.

We aim to provide them with Quality First Teaching from the outset, timely interventions when appropriate and access to a variety of exciting opportunities within a rich, challenging and varied curriculum. We are determined to deliver our strategy through an approach that focuses upon inclusivity, acknowledging that we want the very best for all the children in our care.

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.



Challenges

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

Challenges to achievement for Pupils eligible for PP Funding	
In School Challenges	
A	School attendance – following the past 18 months of lockdowns and disruptions to pupil learning/wellbeing – the majority of children have been affected by this but especially those most vulnerable are behind academically with even wider gaps. Attendance and levels of persistence absence and lateness rates for identified cohorts.
B	Children returning to school following difficult circumstances at home and struggling socially and emotionally to adjust to ‘normal’ school life again
C	Children are less physically and mentally healthy and have missed so much of their normal expected life opportunities – friendships, trips, singing/school assemblies and school performances, sports, general enjoyment of the full school provision
D	Phonics and early reading - children at the early stages quickly learn and use the fundamentals of reading, including concepts about print, phonic knowledge for decoding/encoding, meaning of language, self-correction strategies and comprehension.
E	Writing - At All Saints we want the children to make accelerated progress in writing to move them back towards their own targets and age-related expectations. Grammar and punctuation improve swiftly and higher attaining children apply more advanced and sophisticated forms, structures and language choices very accurately.



Challenges to achievement for Pupils eligible for PP Funding

External Challenges

1	Many Families have found it very difficult this past 18 months to support their children in home learning/academically and for many more importantly have struggled emotionally – some vulnerable families have endured financial hardships as well as family breakdowns with a number of families needing a higher level of Early Help support from school.
2	Increasing number of parents and pupils needing emotional support and guidance following the lockdowns – physical and mental health has suffered .
3	Many of our youngest children have been impacted massively due to losing the majority of their early years education and losing the usual access to sharing socially with other children – this has impacted massively on their social and communication/language skills .
4	Low language and communication skills on entry to school. Children enter school with well below age related expectations for receptive language skills and have not yet acquired age related vocabulary or expressive language skills.
5	Many children come from households in which education is not valued as much as it is in others and therefore key skills are not reinforced as much .
6	Limited Aspirations - lived experiences have not allowed a percentage of children to encounter the ‘world of work’ as an aspirational goal to be acquired through the education system.



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 Outcomes	Success Criteria
<p>To provide 'high quality teaching' in every classroom to ensure that: -</p> <p>Disadvantaged pupils in Years 3,4,5 and 6 make progress in all areas in line with their attainment and progress from 2019.</p> <p>Disadvantaged pupils, in Key Stage one, attainment to be in line with non-disadvantaged children at age related expectations by the end of key stage SATs.</p> <p>Children's phonics ability is matched by disadvantaged children to non-disadvantaged children.</p> <p>All disadvantaged pupils in Reception meet their targets based upon their baseline assessments and make at least expected or progress.</p> <p>Social, Communication and Language skills are brought up to the level expected at the end of EYFS</p>	<ul style="list-style-type: none">• End of summer 2022 and 2023 data will show that 100% of disadvantaged children in Year 6 have accelerated their learning and are making the same progress and achieving in line with non-PP peers where SEND is not an issue.• End of summer 2022 and 2023 data will show that the gap between disadvantaged and non-disadvantaged children at the end of Key Stage One in reading, writing and mathematics has narrowed.• WELCOMM screening shows reduced gap between disadvantaged and non-disadvantaged children.• Reduced referrals to Speech and Language.



Intended Outcomes	Success Criteria
<p>To promote rapid identification and intervention for cohorts and individuals who have 'fallen behind' and ensure accelerated progress and 'catch up' to prior attainment standards.</p>	<ul style="list-style-type: none">● Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. This is done in termly Pupil Progress Meetings and will ensure that any children who are not making expected progress are identified early.
<p>Social, emotional, safeguarding, SEND or health needs are removed or alleviated by the accurate and rapid identification of needs which are followed up with effective support.</p>	<ul style="list-style-type: none">● Breakfast Club is used to support those most who need it and showing improvement on attendance and punctuality figures.● Identified children accessing Mental Health Support or Drawing, Talking Therapy (10 week programme delivered by a trained L4 Teaching Assistant) show an improvement on their RISE survey.● Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.● Attendance figures show that they are improving through and following support given.● Effective working relationships with other agencies and success measured through Early Help / CIN / CP / Early Intervention.
<p>Children will progress at least at the expected rate through a broad and balanced knowledge rich curriculum throughout the primary phase.</p> <p>Children retain key knowledge and skills from previous learning through the use of clear sequential plans of learning</p>	<ul style="list-style-type: none">● Children retain previously taught concepts and are able to build on prior learning, as seen in assessment captures for all areas of the curriculum on FFT Aspire.



Intended Outcomes	Success Criteria
<p>within a curriculum that includes a rich and diverse depth of experiences to provide all children with the cultural capital, British Values, religious experiences and wellbeing required to overcome barriers to learning.</p>	<ul style="list-style-type: none">• Teachers are confident in delivering a diverse, highly structured and knowledge rich curriculum, as seen through the various monitoring mechanisms in school.• Children are enthused, motivated and challenged at school, as seen in monitoring mechanisms.
<p>Disadvantaged pupils will meet (or, as a minimum, substantially reduce the gap between) national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none">• Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96%).• Gap between disadvantaged and non-disadvantaged pupil's level of absence and persistent latecomers reduces.• Monitoring of attendance by Deputy Head Teacher ensures attendance of PP children is in line with other children and persistent absences of PP children are challenged in line with LA guidelines and school attendance policy.

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)

Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
<p>Our youngest children to develop basic social and language skills they have not acquired during the disrupted two years of education – gaps closed through quality interventions.</p> <p>Challenge Addressing: F, G</p>	<p>Additional adults provision in EYFS to lead a range of targeted interventions</p> <ul style="list-style-type: none"> • NELI Programme • WELLCOMM Programme • Early Language Skills • Small Group Intervention groups. • EYFS Unit Changes made and areas enhanced for 	<p>We have identified large gaps for many of these children especially those who did not attend our Nursery or who did not attend during lockdown.</p> <p>We are prioritising their needs to plug basic gaps they need before they can fully access the curriculum.</p> <p>We also prioritise expertise and experience with regards to staffing in this phase of the school.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a</p>	<p>A very experienced and competent EYFS Lead to monitor.</p> <p>Appropriate training provided and time where needed for staff development.</p> <p>Observations and feedback.</p> <p>Feedback and reports to Governors</p>	<p>SLT and EYFS Lead EYFS staff</p>	<p>£24,060 TA3 on costs INC</p> <p>£21,844 TA2 on costs INC</p> <p>(Salary of 1 full time additional L3 Teaching Assistant and 1 full time additional L2 Teaching Assistant)</p>



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
	further language opportunities.	combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)			
<p>To provide 'high quality teaching' in every classroom. (see Intended Outcomes)</p> <p>To promote rapid identification and intervention for cohorts and individuals who have 'fallen behind' and ensure accelerated progress and 'catch up' to prior attainment standards.</p> <p>Children will progress well through a broad and balanced knowledge rich</p>	<p>Purchase of Standardised Diagnostic Tests - STAR Tests</p> <p>Assessment refinement and tracking of custom groups on FFT Aspire</p> <p>New Phonics scheme</p> <p>Curriculum maps - high level of staff meeting and development time given to the development of an enriching curriculum that matches the needs of our children.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	Through termly class / individual children Progress Meetings and tracking progress of all children through FFT.	HT / Class Teachers	<p>STAR Tests - £2404.90</p> <p>FFT Subscription- £153.00 £279.00</p> <p>Phonics Scheme - £5000</p>



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
curriculum throughout the primary phase.		(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Further developing the curriculum to ensure as many opportunities as possible for the children.			CPD / Staff Meeting time - £3000



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
<p>To provide 'high quality teaching' in every classroom. (see Intended Outcomes)</p> <p>Children will progress well through a broad and balanced knowledge rich curriculum throughout the primary phase.</p>	<p>ECT Training and Mentor Support -</p> <p>ECTs to be employed from February 2022 to cover maternity leave and June 2022.</p>	<p>Importance of ensuring that the level of provision is continually high expectations and standard of teaching.</p>	<p>Half Termly reviews by Induction Lead.</p> <p>Training completed.</p>	<p>ECT Mentor (PC) and Induction Lead (JS)</p>	<p>ECT Induction Training - £750</p> <p>Mentor / ECT release time - £1930</p>



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

Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
To promote rapid identification and intervention for cohorts and individuals who have 'fallen behind' and ensure accelerated progress and 'catch up' to prior attainment standards.	<p>Hub Interventions: English and Maths Interventions (small group) x 3 staff (AM)</p> <p>Dyslexia Gold x 8 hours per week</p> <p>Speech and Language Interventions (TA Led) x 8 hours per week</p>	<p>Importance of ensuring that the level of provision is continually high expectations and standard of teaching / intervention at the same time as giving the children some additional support where needed in a small group or 1-1 setting to ensure practise of skills is built in as well as the opportunity to build and develop new skills in a nurturing environment.</p> <p>Children access these interventions when identified through termly progress meetings and are regularly monitored and reviewed to ensure progress.</p>	Through termly Progress Meetings and analysis of the entry and exit data from interventions delivered which is carried out termly by SENDCo.	SENDCO SLT	<p>Hub Interventions - £37,042</p> <p>Dyslexia Gold - £799</p> <p>Speech and Language Interventions - £4696</p> <p>Drawing Talking Therapy - £4696</p>



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
Social, emotional, safeguarding, SEND or health needs are removed or alleviated by the accurate and rapid identification of needs which are followed up with effective support.	Increased Educational Psychologist Assessments to be available.	It has been recognised that due to COVID a number of children have missed out and need has increased or been pushed back due to lockdowns, etc. As a school we recognise the importance of a clear understanding of specific need as soon as possible in a child's education so funding has been allocated to ensure this is able to happen.	Measure the level of EHCPs we have in school and the support being able to be provided to children will then be able to increase also. Higher level of EHCP - SENDCO to have this as a target.	SENDCo SLT	£12,000
Social, emotional, safeguarding, SEND or health needs are removed or alleviated by the accurate and rapid identification of needs which are followed up with effective support.	Speech and Language Therapist x 1PM per week. Purchase of Boardmarker 7 - 2 activations, single user	To ensure we are able to meet the needs of children who require a higher level of support due to additional diagnosis.	Half termly reviews with SENDCo. Termly Pupil Progress meetings. Weekly meetings with Speech and Language Therapist and TA delivering the programme.	SENDCo SLT	SALT - £3104 TA delivery time 4 hours per week - £2,348 Boardmarker - £299 PODD CD - £199



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
Social, emotional, safeguarding, SEND or health needs are removed or alleviated by the accurate and rapid identification of needs which are followed up with effective support.	Mentoring - working with TLG to provide Mentors for children identified to need further support	<p>To support children who may be at risk of exclusion or isolation or who may be struggling socially with a school setting.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>Entrance and Exit scale completed.</p> <p>Less behaviour / SEMH incidents recorded.</p>	DHT	TLG - £2000
Children will progress at least at the expected rate through a broad and balanced knowledge	<p>Home learning resources</p> <p>Use of technology for practise, retrieval and application</p>	Due to being able to distribute 72 laptops to families that need access to technology to support the	Class Teachers and DHT to monitor frequency of use at home.	SLT CT	Apps Purchased - £4784 + £2666,67



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
rich curriculum throughout the primary phase.		children with home learning, we have invested in online learning resources that the children can access at home as well as at school that can support in practising skills and consolidating learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Competitions set in school to encourage consolidation of learning at home.		



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

Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Close monitoring of attendance, including the use of FFT Aspire tracking.	As a school our attendance has reduced in the last 2 years in both disadvantaged and non disadvantaged children.	Termly Attendance report sent to Governors.	DHT / SLT Admin Staff	Within DHT Salary and role - £5000



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
	<p>Targeted support for identified families.</p> <p>Staff to do home visits if absence reason is unknown.</p> <p>Review of attendance policy.</p>	<p>This is a focus for us as a school to work with families to boost the time children are in school and reduce absences.</p>	<p>Weekly tracking and reports produced.</p>		
<p>Pupils and families with identified social, emotional, safeguarding, SEND or health needs are well supported by school and staff so that the needs are removed or alleviated.</p>	<p>Drawing Talking Therapy / SEMH Interventions x 8 hours per week</p> <p>Training on Team Teach (Supporting Positive Behaviour Management through de-escalation - https://www.teamteach.co.uk)</p> <p>Behaviour plans</p> <p>Outside agency support</p> <p>Breakfast Club places</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>SEMH and Behaviour is included as part of the termly Pupil Progress Meetings.</p> <p>All intervention is on a plan, do, review cycle.</p> <p>Discussed in half termly Provision Planning Meeting with SLT and MLs.</p>	<p>SLT MLs CTs</p>	<p>DT Therapy / SEMH Interventions - £4696</p> <p>Team Teach Training - £765</p> <p>Bridgelea Assessments (Support for children who may be at risk of exclusion) - £500</p>



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
					Staffing for Breakfast Club - £8,740 (4 staff x 5 days per week for 45 min per day)
Pupils and families with identified social, emotional, safeguarding, SEND or health needs are well supported by school and staff so that the needs are removed or alleviated.	RISE (Wellbeing) Survey for children Wellbeing charter for staff	In doing the RISE survey, we are quickly able to recognise children who may need to access interventions such as Drawing Talking Therapy / SEMH Interventions. These are done termly.	SEMH and Behaviour is included as part of the termly Pupil Progress Meetings.	SENDCo	SENDCo time to evaluate on termly basis.
The sequential planning of learning outcomes year on year promotes a retention of knowledge and a rich, diverse depth of experiences to provide all children with the cultural capital, British	New residential trip and ensuring access for all children Wider range of trips and visitors Widening access to music experiences	It is recognised that as we are situated in the most deprived ward in Manchester that our pupils may not get the same experiences that others may. It has therefore been identified that we would like	Uptake of trips / experiences. Pupil / Parent questionnaires.	SLT MLs	£2500 towards the residential Music Grant.



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
Values, religious experiences and wellbeing required to overcome barriers to learning.		to support / fund more trips / experiences for the children inline with our curriculum.			
All Outcomes.	<p>Relationships with families - SLT on the Yard in the mornings and after school.</p> <p>Communication developments - text messaging service used more to inform parents quickly of any changes or get in touch with parents / share information with parents.</p> <p>Newsletters</p> <p>Website upgrade</p>	Our school's mission is to support children in becoming, 'Healthy, Happy and Confident'. We recognise that this is a wholistic approach and it is essential to be working in partnership with parents to achieve this.	<p>Parental questionnaires.</p> <p>Use of Arbor increases</p> <p>Attendance increase- FFT Aspire Analysis will monitor</p> <p>Website traffic.</p>	SLT Admin Staff	Text Messaging Service - £3,000 £178 Tapestry
All Outcomes	Contingency Fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to	Assessed on own merit depending on the circumstance.	HT	£10000



Planned Expenditure					
Academic Year	2021-2022				
Intended Outcome / Challenge Addressed	Chosen Action / Approach	Rationale for this choice	How we will ensure it is implemented well	Staff Lead	Budget Given
		respond quickly to needs that have not yet been identified.			

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.



As a school we are very proud of the progress our children have made through difficult circumstances during the academic year 2020-21. Without published data, we have internally explored the outcomes of all children and been able to determine the progress of our disadvantaged children.

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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees both to disadvantaged and non-disadvantaged pupils. 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 school purchased Apps and the Oak National Academy. This was also aided by the use of the DfE devices, in which, during class closures and school closures a total of 54 families were able to access these and ensure learning was still able to take place.

Although overall attendance in 2020/21 was higher than in the preceding year at 93.4% (88.6% - 2019/20) it was felt that this may be a slightly optimistic picture in that we were still very much in the middle of the pandemic. This is a lower percentage than that of 2018/19 which sat at 95.1%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher also. These gaps were larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil (and in many cases parents, which then was having a direct impact on the pupils) 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.