

Pupil Premium Strategy Statement 2021-24



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.

Text in Blue shows the information for Summer Term 2023

Text in Green shows the information Summer Term 2024

School overview

Detail	Data	
School name	St Marys RC Primary School	
Number of pupils in school	397	384
Proportion (%) of pupil premium eligible pupils	82 (21%)	80 (21%)
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25	
Date this statement was first published	Autumn Term 2021	
Date on which it will be reviewed	Summer Term 2022 Summer Term 2023 Summer Term 2024	
Statement authorised by	Mr J Travis	
Pupil premium lead	Mr C Jacques	
Governor / Trustee lead	Mr C Rayner	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110 290 (£1345 x 82) £120 700 (£1455 x76) + (£2530 x 4 LAC)
Recovery premium funding allocation this academic year	21-22 - £13 920 (£145 x 96) £0 for 22-23 and onwards
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110, 290 £120, 700

Part A: Pupil premium strategy plan

Statement of intent

Objectives of Pupil Premium Expenditure: INTENT

- Improve the progress and raise attainment for our vulnerable pupils at every Key Stage – EYFS, KS1 and KS2, by providing additional educational support when necessary;
- Diminish the difference between the achievement of vulnerable pupils and their peers and ensure, when appropriate that pupils are identified as ‘most able’;
- Address any underlying inequalities between vulnerable pupils and their peers;
- Raise the aspirations of our vulnerable pupils by inspiring them to become self-motivated and active participants in their own learning, embedding these values to ensure they can become lifelong learners;
- Improve attendance rates for our vulnerable pupils
- To engage parents of disadvantaged pupils in their children’s learning.
- Extend opportunities and experiences available to our vulnerable pupils;
- Ensure that the additional funding reaches vulnerable pupils so that it makes a significant impact on their education and lives.

Strategies: IMPLEMENTATION

- Pupil Premium is clearly identifiable within the school budget;
- The Inclusion Team, governors and SLT, will consult on how the Pupil Premium is spent for the benefit of entitled pupils;
- All staff are aware of who the vulnerable children are in their class and ensure that pupil’s needs are considered individually to determine what support they need to reach their full potential;
- All children, including those vulnerable pupils, receive quality teaching and are set high expectations;
- All staff and adults in school ensure consistent implementation of agreed whole school strategies, such as targeted marking and pupil feedback, intervention programmes and reading sessions;
- The Inclusion Team have brought in a Pupil Premium Consultant to support us with the planning and implementation of this policy.

At St Mary’s, we are fully committed to ensuring that the individual needs of each vulnerable child are met and that the additional funding is used to address the challenges they face. As a result of the additional funding, these children will make progress within Age Related Expectations (ARE), diminishing the difference between our vulnerable and non-vulnerable children. Central to this must be the effectiveness of quality teaching for all children.

Quality Teaching:

- I. Any pupils who are falling below Age Related Expectations (ARE) in line with predicted performance indicators and grade boundaries will be monitored by class teachers and the inclusion team, and appropriate interventions put in place;
- II. If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff in order to

- gauge their level of learning and possible difficulties;
- III. All adults working with vulnerable children will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary;
 - IV. The Inclusion Team will be consulted as needed for support and advice and may wish to observe the pupil in class;
 - V. Through (II) and (IV) it can be determined which type of provision the child will need going forward;
 - VI. Parents and carers will be fully informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and punctuality issues.</p> <p><u>2021-22</u></p> <p>At the end of this academic year attendance for pupils eligible for PPG (92.7%) was 4.1% lower than all pupils (96.8%).</p> <p>Persistent absence was 21.6% higher for disadvantaged pupils (26.5%) than for all pupils (4.9%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p><u>2022-23</u></p> <p>Most recent results for Attendance –</p> <p>all pupils – 92.8%</p> <p>PPG pupils – 88.9%.</p> <p>Most recent results for Persistently Absent (PA – less than 90% attendance) –</p> <p>all pupils - 27%</p> <p>PPG pupils – 41.3%</p> <p>Our assessments and observations indicate that whilst the gap in attendance between PP and all pupils has slightly narrowed (-4.1% in 21-22 and now - 3.9% in 22-23) the overall absence percentage has dropped significantly.</p> <p>The number of PA children has risen dramatically with over 40% of PPG pupils PA (compared to 26.5% the year before).</p> <p>Priorities for this year include working more closely with PA children, tracking them and breaking down the barriers to their good attendance, whilst aiming to get back to our excellent attendance figures of 21-22.</p>

	<p>Summer 2024</p> <p>All pupils – 93.2%</p> <p>PPG Pupils – 90.8%</p> <p>PA for all pupils is 18.9%</p> <p>PA for PPG Pupils is 37.5% (1 child significantly affects this data)</p> <p>Analysis at the end of our 3 year plan shows that attendance has not risen as significantly as we had hoped (21/22 = 96.8%, 22/23 = 92.8%, 23/24 = 93.2%). Whilst the gap in PPG attendance has closed over the 3 years (4.1% - 3.9%, 2.4%) this is difficult to celebrate as the overall attendance figure has fallen since 21/22.</p> <p>*Attendance continues to be a priority for all pupils and PPG pupils in the next strategy*.</p>
2	<p>Phonics</p> <p>2021-22</p> <p>Impact of two years of school closures and disrupted learning, especially on our youngest learners and our disadvantaged pupils. Most recent results for Phonics Check showed all pupils reaching 47.3% and disadvantaged children reaching 20%.</p> <p>2022-23</p> <p>Most recent results for Phonics Check –</p> <p>all pupils - 72%</p> <p>PPG pupils - 82%</p> <p>Excellent outcomes for PPG pupils showing positive impact of all the consistent hard work from all stakeholders.</p> <p>Summer 2023-24</p> <p>Results for Phonics Check –</p> <p>all pupils - 71%</p> <p>PPG pupils - 33% (only 3 pupils so 1/3)</p> <p>Excellent outcomes for all pupils showing positive impact of all the consistent hard work from all stakeholders. Lower PPG than previous year, but only 3 in the cohort.</p> <p>Year 2 Phonics rechecks show that 87% of the cohort have now passed the screen, with 86% of the PPG.</p> <p>*Phonics is now established at St Mary's and is no longer a key priority for the next PPG Strategy*.</p>
3	<p>Reading</p> <p>2021-22</p> <p>Most recent results for reading are –</p> <p>KS1 all pupils – 50%</p>

	<p>KS1 PPG pupils – 22%</p> <p>KS2 all pupils – 72%</p> <p>KS2 PPG pupils – 58%</p> <p>Disadvantaged pupils continue to have poorer outcomes than all pupils do in reading, particularly in Year 2. This cohort continue to have significant support and tracking in order to identify and close attainment gaps.</p> <p><u>2022-23</u></p> <p>KS1 – Reading</p> <p>All – 65%</p> <p>PPG – 69%</p> <p>Of the 59 children in the Year 2 cohort in 2022/23, 13 children (22%) were eligible for PPG with 46 Non-PPG children (78%). In Reading 69% of PPG children (9 of the 13 children) achieved the expected grade, compared to 65% all (30 of the 46).</p> <p>KS2 – Reading</p> <p>All – 64%</p> <p>PPG – 52%</p> <p>Of the 58 children in the Year 6 cohort in 2022/2023, 21 children (36%) were eligible for PPG. In Reading 52% of PPG children compared to 64% of all children achieved the expected grade.</p> <p><u>2023-24</u></p> <p>KS1 – Reading</p> <p>All – 62%</p> <p>PPG – 64%</p> <p>Of the 52 children in the Year 2 cohort in 2023/24, 14 children (27%) were eligible for PPG. In Reading 64% of PPG children achieved the expected grade, compared to 62% all.</p> <p>KS2 – Reading</p> <p>All – 66%</p> <p>PPG – 60%</p> <p>Of the 57 children in the Year 6 cohort in 2023/2024, 15 children (26%) were eligible for PPG. In Reading 60% of PPG children compared to 66% of all children achieved the expected grade.</p> <p>In reading, whilst the gap between PPG and all children has narrowed (in some cases PPG have outperformed all), this is with caution as all pupils are still below what is nationally expected to be a recognised 'good' % at ARE (national KS2 reading is 74% for 23/24)</p> <p>*Reading continues to be a priority to raise attainment for all, including PPG at St Mary's.*</p>
4	Writing

2021-22

Most recent results for writing are –

KS1 all pupils – 59%

KS1 PPG pupils – 22%

KS2 all pupils – 71%

KS2 PPG pupils -75%

Disadvantaged pupils have closed the gap and have achieved in line with (actually slightly above) all pupils in Key Stage 2. In Key Stage 1 they continue to have poorer outcomes than all pupils. This cohort continue to have significant support and tracking in order to identify and close attainment gaps.

2022-23

KS1 – Writing

All – 52%

PPG – 46%

Of the 59 children in the Year 2 cohort in 2022/23, 13 children (22%) were eligible for PPG with 46 Non-PPG children (78%). In Writing 46% of PPG children (6 of the 13 children) achieved the expected grade, compared to 52% all (24 of the 46).

KS2 – Writing

All – 71%

PPG – 48%

Of the 58 children in the Year 6 cohort in 2022/2023, 21 children (36%) were eligible for PPG. In Writing 48% of PPG children compared to 71% of all children achieved the expected grade.

2023-24

KS1 – Writing

All – 53%

PPG – 50%

Of the 52 children in the Year 2 cohort, 14 children (27%) were eligible for PPG. In Writing 50% of PPG children achieved the expected grade, compared to 53% all.

KS2 – Writing

All – 68%

PPG – 60%

Of the 57 children in the Year 6 cohort, 15 children (26%) were eligible for PPG. In Writing 60% of PPG children compared to 68% of all children achieved the expected grade.

As with reading, in writing, whilst the gap between PPG and all children has narrowed, this is with caution as all pupils are still below (albeit slightly!) what is nationally expected to be a recognised 'good' % at ARE (national KS2 writing is 72% for 23/24)

	Writing continues to be a priority to raise attainment for all, including PPG at St Mary's.
5	<p>Emotional Health and Well Being</p> <p>2021-22</p> <p>Social, Emotional and Health needs – around a quarter (around 25) of our disadvantaged pupils need support with their social and emotional skills; they find it difficult to regulate their feelings due to a range of needs and home issues. This can impact their ability to engage in learning across the curriculum.</p> <p><u>2022-23</u></p> <p>During 2022 - 40 children (24 of those being PPG pupils) received support from our in-house social worker for emotional health and wellbeing support. Priorities for 22-23 include positive transitions for year 6, healthy relationships, friendship and social skills, self-esteem and resilience building, keep safe work (including county lines for older children), anti-bullying (including child on child abuse), well-being assessment tools for all PP children.</p> <p><u>2023-24</u></p> <p>School social worker no longer in post. Emotional health and wellbeing offer has changed.</p> <p>Designated member of school staff has weekly drop-in sessions with 12 children. Safeguarding lead ensures support is in place for those that are most in need.</p> <p>(To be decided if this is to be a priority on the new strategy)</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (24/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	<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 1.5% (98.5% attendance- LA average) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% than their peers. <p><i>Attendance is slowly improving for all groups</i></p>
Improved phonics attainment for disadvantaged pupils at the Phonics Standard Check at the end of Year 1	Phonics outcomes will climb year on year for all pupils and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard

	This has been achieved by Summer 2023 and will remain a priority to ensure standards remain high.
Improved reading attainment for disadvantaged pupils at the end of KS2	<p>KS2 outcomes will climb year on year and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Reading</p> <p>During 2022-24 priority shifts to KS1, ensuring our younger learners are at age related expectations by the end of KS1 giving a greater chance for positive progression to age related expectations at the end of KS2.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2	<p>KS2 outcomes (including improvements in handwriting and presentation) will climb year on year and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Writing</p> <p>During 2022-24 priority shifts to KS1, ensuring our younger learners are at age related expectations by the end of KS1 giving a greater chance for positive progression to age related expectations at the end of KS2.</p>
To improve the social and emotional skills of pupils to improve their engagement in learning.	<p>Pupils are identified swiftly and provided with support plans to meet their social and emotional needs.</p> <p>Recorded incidents on CPOMs / exclusions data shows reduction</p> <p>Pupils are engaged in their learning and make good progress from their starting points</p> <p>Families feedback that support is making a positive difference</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: (around 50% of total grant) £55,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Phonics</p> <ul style="list-style-type: none"> • CPD - Training of teachers in the effective provision of Read Write Inc across the school to improve phonics outcomes. Provision of high quality phonics teaching across the school. Resources to support phonics teaching. • We will fund phonics lead teacher release time to embed key elements of phonics across school 	<ul style="list-style-type: none"> • EEF: Pupil Premium decisions are most successful when individualised to each school's own set of circumstances. An effective champion successfully advocates and champions the needs of Pupil Premium pupils and works to remove barriers to learning across the school community. 	<p>2</p>
<p>Reading and Writing</p> <p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> • We will fund an experienced teacher to teach, monitor progress and embed key elements of guidance in school (including The reading framework – teaching the foundations of literacy 2021) • We will commission a LA Health Check to critically evaluate our current reading teaching and curriculum planning • Reading and writing leads in school have additional subject leadership time to develop, monitor and evaluate. • All teachers will be fully aware of the children in their class who represent the lowest 20% in Reading, Writing and SPAG. • All children will undergo a benchmark assessment for Reading and SPAG using 'Rising Stars Assessment Tests'. 	<p>The DfE non-statutory guidance has been produced in conjunction with literacy experts and school leaders, many of whom are part of English Hubs programme.</p> <p>The reading framework – Teaching the foundations of literacy</p> <p>The EEF guidance is based on a range of the best possible evidence.</p> <p>Improving Literacy in Key Stage 1</p> <p>Improving Literacy in Key Stage 2</p> <p>The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	<p>3, 4</p>

<p>Quality Assurance that our high standards for high quality teaching, in line with our Teaching and Learning Policy are embedded.</p> <p>Assistant Head Teacher for EYFS and KS1 and KS2 AHT have dedicated weekly release time.</p> <p>Subject leaders have CPD to support their role development and dedicated release time.</p>	<p>The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	2, 3, 4
<p>All teachers to access high quality, relevant CPD.</p> <p>Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher career stage development.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>The EEF Toolkit: High Quality Teaching</p>	2, 3, 4

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

Budgeted cost: (around 25% of total grant) £ 27,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Reading Ambassadors introduced in each year group. 	Our most vulnerable children are least likely to read outside the classroom. This strategy will ensure they read each day.	3
<ul style="list-style-type: none"> Start of Day initiative introduced – staff training in Fluent in 5, Grammar, Handwriting and Spelling – following model. 	This will provide the opportunity for children to consolidate spellings from the previous day through familiar activities and linked handwriting tasks.	3,4

<ul style="list-style-type: none"> • Creating and embedding a Speech, Language and Communication Breakfast club, Forest School and HAF (Holiday Activities and Food Programme) Group for school holidays and providing pastoral support and well-being to our vulnerable children by creating a calm, stable and purposeful environment at the beginning /end of the school day and during school holidays • Fees subsidised for families on low income and free places to families for whom clubs would be a barrier (the School Holiday Club manager also had a successful HAF (Homes and Families) Holiday Activities and FOOD bid. The grant of £1000, was used to promote both physical activity and healthy eating. The holiday club ran from 26th July to 27th August 2021) 	<p>Education Endowment Foundation (EEF) Report states –</p> <p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</i></p>	<p>1, 2 & 3</p>
<ul style="list-style-type: none"> • Engaging with the National Tutoring Programme (Tutor Trust Intervention) to provide English (and maths) tuition for pupils whose education has been impacted the most during the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. • DHT and Yr6 teacher offering before school reading and writing breakfasts for Yr6 disadvantaged pupils 	<p>Education Endowment Foundation (EEF) Report states –</p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	<p>3 & 4</p>
<p>Effective deployment of staff including teachers and TAs to support key children and year groups.</p> <p>TA in all classes throughout school to deliver high quality interventions</p> <p>Maths and English subject leaders lead on identification of pupils for interventions, delivery of interventions and monitoring interventions.</p> <p>Additional unqualified teacher for part of 21-22 to support with interventions in upper KS2</p> <p>Additional (from retirement) experienced teacher employed to provide phonics and reading interventions in Key Stage 1 and also to provide quality training and CPD for less experienced members of the team.</p>	<p>Research on TAs delivering targeted support interventions in one-to-one or small group settings shows a consistent impact on attainment.</p> <p>EEF – Making best use of teaching assistants</p>	<p>2, 3, 4</p>

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

Budgeted cost: (around 25% of total grant) £27,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time to staff to develop and implement new procedures and continuing to employ an attendance officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<ul style="list-style-type: none"> Forest school activities are planned and structured for all children to provide an enriched outdoor learning experience. A Forest School trained member of support staff is dedicated to ensuring all children at St Mary's receive this experience. Pupil, parent and staff voice is collected to measure strengths and difficulties impact. 	<p>Forest School encourages physical, intellectual and spiritual development and promotes self-esteem, resilience and risk-taking in addition to enhancing the social and emotional development of our vulnerable children.</p> <p>Education Endowment Foundation (EEF) Report states – <i>The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impacts, the limited evidence base means that an impact in months progress is not communicated.</i></p> <p>However, our pupil feedback indicates the impact on pupil wellbeing has significant impact.</p>	5
<ul style="list-style-type: none"> A full time social work officer role that is no longer in post has been replaced with a dedicated HLTA who is deployed to support families with attendance and acute social and emotional need, with the intention 	<p>EEF Guidance about Wider strategies focusing on Parental Engagement EEF – wider strategies</p>	1, 2, 3, 4, 5

<p>that better supported families will result in better attending pupils and improved academic and social/emotional outcomes.</p> <ul style="list-style-type: none"> • The HLTA offers programmes such as nurture groups, anger management, self-esteem building, resilience, perseverance, grief etc. • Workshops for pupils and CPD for staff are offered - Physical Health; Where you live; Being Safe; Relationships; Feelings and Behaviour; Friends; Confidence and Self-esteem and Education and Learning. Once staff are trained they continue the themes in class with children. 		
<p><u>SEND/PP Sporting Events</u> (See Sports Premium Co-ordinator's report) Overlap with Sports Funding - St Mary's involvement with Bury School Games (funded by Sports Premium) ensure that all children are involved and engaged in sports and competitive events, regardless of specific skills. Sports Leader prioritises PPG pupils and funds additional costs such as transport, kit, food. Almost half of those representing school 21-22 are PPG pupils.</p>	<p>EEF Guidance about Wider strategies focusing on Well-being and Mental Health</p> <p>EEF – wider strategies</p>	<p>5</p>

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 2023 to 2024 academic year.

In 2023-24 National assessments showed pupil's outcomes were all below ARE nationally at KS1 and 2 (except Phonics outcomes).

EYFS 2024 GLD was in line with National (67%) with 68% of our pupils achieving this. However, only 50% of our PPG cohort achieved the GLD. This is a strong indicator that we made a significant difference to all pupils during the EYFS of their education.

Results for Phonics Check in June 2024 showed all pupils at 71% and PPG pupils at 33%, although only 3 pupils were eligible from the cohort.

Year 2 Phonics rechecks show that 87% of the cohort have now passed the screen, with 86% of the PPG pupils.

Excellent outcomes for all pupils showing positive impact of all the consistent hard work from all stakeholders.

KS1 results, for the whole cohort, were lower than we aimed to achieve however the gaps between the attainment of all and the attainment of pupils eligible for PPG in reading and writing were less than previous years. **Maths needs to become a priority in our 24-25 strategy.**

KS1 Reading = 62%	PPG = 64%
Writing = 53%	PPG = 50%
Maths = 58%	PPG = 43%

KS2 results, for the whole cohort, were lower than we aimed to achieve however the gaps between the attainment of all and the attainment of pupils eligible for PPG in reading and writing were less than previous years. **Maths needs to become a priority in our 24-25 strategy.**

KS2 Reading = 66%	PPG = 60%
Writing = 68%	PPG = 60%
Maths = 53%	PPG = 53%

We continue to have the highest ambitions for all pupils and to ensure that we make a significant difference for pupils eligible for PPG.

Analysis at the end of our 3 year plan shows that attendance has not risen as significantly as we had hoped (21/22 = 96.8%, 22/23 = 92.8%, 23/24 = 93.2%).

Whilst the gap in PPG attendance has closed over the 3 years (4.1% - 3.9%, 2.4%) this is difficult to celebrate as the overall attendance figure has fallen since 21/22.

Attendance remains a key priority of our pupil premium strategy as we move into a new three-year plan (2024-27).

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health are recovering well following the COVID-19 pandemic for most pupils. However, we do still notice reported issues such as worry, poor sleep and changes to appetite from families. We used pupil premium funding (21-22) with a School Social Worker role, to provide an enhanced wellbeing offer for all pupils and targeted support and interventions where required. We are continuing to build on these approaches with the activities detailed in this strategy and will review how this fits into the new 24-27 strategy with the SLT.

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
Read, Write, Inc	Ruth Miskin
Maths No Problem	

Service pupil premium funding (optional)

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

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

The PP Strategy will be reported annually to the Governing Body and posted on the school Website.