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	St Mary& St Thomas CE Primary
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	45% (104)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	Sept 2021 (reviewed Sept 2023)
Date on which it will be reviewed	Sept 2024
Statement authorised by	Lyndsey Lewis
Pupil premium lead	Lyndsey Lewis
Governor / Trustee lead	K. Tennyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,800
Recovery premium funding allocation this academic year	£14,500
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	£164,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and have high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve the goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be in response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- For all disadvantaged pupils, with SEND, to access high quality provision which enables them to make progress from their relative starting points
- For all disadvantaged pupils and persistent absentees to attend school, on time, every day to enable them to access learning
- To support our children's social, emotional and mental health and wellbeing to enable them to access learning

The range of provision the Trust and Directors will consider making for this group include (although not exclusive to):

- Additional teaching and learning opportunities provided through trained staff including TAs
- All our work through the pupil premium strategy will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources will also be used to target more able children on Free School Meals to achieve above Age Related Expectations
- Additional learning support through 1:1 and small group interventions
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour and emotional support through therapeutic activities for those pupils who have been identified as needing it
- The employment of a Family support worker to address attendance issues and work directly with families to reduce barriers to learning

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 attainment on entry among many disadvantaged pupils which affect all areas of learning. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class in the last 3 years, between 80 - 100% of our disadvantaged pupils arrive below age-related expectations, many well below.
2	A high number of pupils eligible for PP also have SEND, which affect progress in core areas. Internal and external assessments show that disadvantaged pupils generally make less measurable progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in reading comprehension, writing and verbal communication outcomes Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including poor verbal, limited language and social interaction difficulties and language comprehension.
3	A number of pupils eligible for PP throughout the school have significant Communication and Interaction needs, which impact on their overall progress. Assessments, observations, and discussions with pupils indicate underdeveloped verbal language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Attendance rates for PP pupils are lower than non-PP pupils with PA being significantly higher in PP pupils. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments

	and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	A number of children who are eligible for PP, have complex social, emotional and mental health needs, which impact their learning on a daily basis. Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social, emotional and mental issues for many pupils, some of which are due to a lack of rules, routine and boundaries at home and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 75 pupils (81% of whom are disadvantaged) currently require additional support with social and emotional needs, with 47 (87% of whom are disadvantaged) receiving small group interventions.
6	A significant amount of children have poor or no structure in their homelives and this means that they are extremely vulnerable, causing a range of potential behavioural challenges, which could impact upon behaviour for learning. Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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
1: Progress of disadvantaged children, matches or is improving towards that of other pupils, making accelerated progress from their starting points.	Academic interventions will be in place throughout the school, to support in closing the gap in core areas, so that pupils eligible for PP make the same or better progress as other groups.
Improved attainment for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.
2. Disadvantaged children who have additional SEND, matches or is improving towards that of other pupils with the same starting points.	Academic interventions and other targeted interventions linked to individual support plans will be in place throughout the school, to support in SEND pupils accessing high quality provision and making progress from their relevant starting points.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers from 80% to no more than 50% by the end of our strategy in 2024/25 Through achievement of SEN support plans and EHCP plan termly outcomes.
3. The progress of the pupils who are identified as having Sp&L as a barrier for learning matches or is	Tracking will show that pupils with Sp&L difficulties make rapid progress and are

improving that of pupils with the same starting points.	exited from the intervention/support programmes and SP & L is a removed as a barrier to learning.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4. Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving – all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP.	Reduce the number of persistent absentees among disadvantaged pupils to be in line with the national average. The FSW utilises a targeted approach to both pupils and families which will decrease the % of PA in PP pupils. FSW will support parents of PP pupils in ensuring that they are in school each day. Punctuality and attendance awards will be used to raise the profile with students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be no more than a 1% gap. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being in line with their peers.
5: Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points	A range of therapeutic interventions will be used to ensure that pupils eligible for PP reach ARE or better, by removing the barriers caused by these needs.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
6: Significant behaviours are reduced and do not impact on learning and that progress matches or is improving towards that of other pupils with the same starting points.	Number of significant behaviour logs are reduced and PP children with this identified barrier to learning are reaching ARE. Improved behaviour for learning focusing on the vulnerable pupils.

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: £*149,019*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher linked to key classes to provide small group teaching. Work focused on overcoming gaps in learning to help pupils make improved progress and to raise their standards of achievement	**Rationale:** *EEF Toolkit (Small Group Tuition) +4mths: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.* We have analysed the needs of our year 1, 2 and 6 cohort and have identified that small group tuition would allow teachers to increase the amount of attention each child will receive thus accelerating progress.	1 and 2
High quality CPD through accredited providers who meet the CPD standards, to ensure that staff knowledge and pedagogy remains excellent to support the highest levels of teaching and learning using the school's mastery approach to learning	**Rationale:** *EEF Toolkit (Mastery Learning) +5mths:* *The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.* *Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.* Through the NWLP, all staff, including support staff, will access a rich programme of CPD to enhance teaching and interventions throughout the school, leading to excellent provision and outcomes in all pupils.	1 and 2

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

Budgeted cost: £40,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ Teachers to provide small group tutoring for PP children currently working below age-related expectation in RWM, implementing structured interventions and providing immediate feedback on learning	**Rationale:** *Sutton document 'One-to-one tutoring +5 months moderate impact'* *'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve expected at KS2 and to make expected progress than those who did not receive tuition.'* *EEF Toolkit (Teaching Assistant Interventions) +4mths: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.* Teachers will be employed to deliver bespoke interventions in year 1-6, to ensure that pupils make accelerated progress where ARE is not being achieved. These sessions will take place x2 weekly and will be planned and delivered by class teachers. Robust monitoring of interventions is in place by leaders to ensure maximum efficacy and to continually review pupils attending for maximum impact.	1 and 2
Early Intervention with EYFS/KS1 – TAs delivering oral and speech and language intervention programmes to identified pupils 1:1 or in small groups	**Rationale:** *EEF Toolkit (Oral Language Interventions) +6mths: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.* *Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.* Having analysed data and need within school, we have identified that there is a need for early intervention of speaking, language and listening skills with our youngest year groups, as the previous 2 years has had a significant impact on this. The number of referrals to Speech Bubble (our school S&L programme) have risen dramatically, and leaders have made the decision to allocate funding to the training and delivery of an in house S&L programme to directly address this need. Learning assistants in EYFS and KS1 will deliver specific Sp&L programmes, such as Talk Boost, SALLEY and other bespoke Sp&L programmes set by Speech Bubble on a	1,2 and 3

	regular basis to reduce this barrier to learning.	
Termly Assertive mentoring through individual pupil/parent interviews established and embedded	**Rationale:** *Sutton document – effective feedback + 9 months. Very high impact* *[EEF Toolkit (Metacognition) +7mths](): There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.* *[EEF Toolkit (Effective Feedback) +6mths]():* *Feedback studies tend to show high effects on learning.* *Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.* Staff will be released for a day each term, to meet individually with pupils and parents to hold mentoring meetings. These will enable parents to be fully informed and involved in the review and target setting process, as well as ensuring that pupils play an active role in their learning, developing essential metacognition skills.	1-6
Investment in online reading programmes (Online Reading Library, Reading Plus – KS2 – Reading Eggs – KS1/EYFS) to support the acquisition of phonics, language and comprehension skills	**Rationale:** *[EEF Toolkit (Reading Comprehension Strategies) +6mths](): The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.* *There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.* Online interventions have be purchased and staff will attend relevant training to ensure that they are appropriately embedded across the school. Family learning sessions will support parents in	1 and 2

	the use of these programs to attain maximum engagement and impact.	

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

Budgeted cost: £*50,510*

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW employed to embed attendance procedures and offer 1:1 support to families and pupils to raise attendance and decrease PA %	**Rationale:** *EEF Toolkit (Parental engagement) +4mths:The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.*	4 and 6
FSW to support pupils' attainment and progress through parenting support and increasing parental engagement with school and learning	FSW will be employed and trained to support the HT to embed policies and procedures for attendance in the school. This will include holding 4-6weekly Attendance Contract meetings and working with families to put in place support to enable them to improve attendance for their child.	4, 5 and 6
Therapeutic Learning Assistant to embed a regular timetable of therapeutic interventions with identified pupils, to support SEMH and engagement in pupils with school and learning	**Rationale:** *EEF Toolkit (Behaviour Interventions) +4mths: The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.* *Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.* *School-level behaviour approaches are often related to improvements in attainment…* *Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.* The differing patterns of needs within the school have been analysed and the FSW will attend relevant training that will support with the most prevalent needs within the school (DA, MHWB, Solution Focused Approaches, Attachment Theory). This will enable her to plan and deliver a timetable of therapeutic interventions to support identified pupils with ongoing needs, as well as supporting any high level needs that present themselves throughout the year as a barrier to education.	4,5 and 6

Total budgeted cost: £239,821

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 2021 to 2022 academic year. We are unable to update the outcomes section for the 22-23 data as the breakdown for disadvantaged pupils will not be released until spring 2024.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To measure the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Phonics: The % of PP children achieving the PSC was significantly above the national. Other pupils also outperformed other national.

KS1 R: The % of PP children achieving ARE was significantly above the national average. The % of other children achieving ARE was broadly in line with the national.

KS1 W: The % of PP children achieving ARE was significantly above the national average. The % of other children achieving ARE was above the national average.

KS1 M: The % of PP children achieving ARE The % of PP children achieving ARE was significantly above the national average. The % of other children achieving ARE was broadly in line with the national.

KS2 R: The % of PP children achieving ARE was significantly above the national average and progress scores for R were significantly higher than the NA. The % of other children achieving ARE was significantly higher than the national average.

KS2 W: The % of PP children achieving ARE was significantly above the national average and progress scores for R were significantly higher than the NA. The % of other children achieving ARE was significantly higher than the national average.

KS2 M: The % of PP children achieving ARE was significantly above the national average and progress scores for R were significantly higher than the NA. The % of other children achieving ARE was significantly higher than the national average.

KS2 SPAG: The % of PP children achieving ARE was in line the national. The % of other children achieving ARE was significantly higher than the national average.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

- Having an additional teacher linked to key classes to provide small group teaching was particularly effective. Work focused on overcoming gaps in learning to help pupils make improved progress and to raise their standards of achievement.
- High quality CPD through accredited providers who met the CPD standards, ensured that staff knowledge and pedagogy remained excellent to support the highest levels of teaching and learning using the school's mastery approach to learning.
- The employment of teachers to provide small group tutoring for PP children currently working below age-related expectation in RWM, implemented structured interventions, and provided immediate feedback on learning.
- Early Intervention with EYFS/KS1 was particularly effective – TAs delivered oral and speech and language intervention programmes to identified pupils 1:1 or in small groups.
- Termly Assertive mentoring through individual pupil/parent interviews was established and embedded.
- Investment in online reading programmes (Online Reading Library, Reading Plus – KS2 – Reading Eggs – KS1/EYFS) to support the acquisition of phonics, language and comprehension skills Rationale: EEF Toolkit (Reading Comprehension Strategies) +6mths: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities.
- FSW employed to embed attendance procedures and offered 1:1 support to families and pupils to raise attendance and decrease PA showed to be highly effective for our pupils and families.
- FSW supported pupils' attainment and progress through parenting support and increasing parental engagement with school and learning.
- Therapeutic Learning Assistant embedded a regular timetable of therapeutic interventions with identified pupils, to support SEMH and engagement in pupils with school and learning.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Whilst we are unable to provide a breakdown of 22-23 data yet, please see the national data headlines for 2022-23:

STAT DATA – 3 YEAR VIEW	GLD	Phonics Y1	Phonics End Y2	KS1 RWM	KS1 R	R Higher standard	KS1 W	W Higher standard	KS1 M	M Higher standard
2022/23	70%	77%	87%	67%	70%	10%	70%	3%	70%	7%

STAT DATA – 3 YEAR VIEW	KS2 RWM	RWM GD	KS2 R	R GD	KS2 W	W GD	KS2 M	M GD	Prog R	Prog W	Prog M
2022/23	83% (59)	20%	93% (73)	30%	87% (71)	20%	97% (73)	63%	+3.2	+3.1	+7.5

Intended outcome	Success criteria	Impact
1: Progress of disadvantaged child ren, matches or is improving towards that of other pupils, making accelerated progress from their starting points.	Academic interventions will be in place throughout the school, to support in diminishing the difference in core areas, so that pupils eligible for PP make the same or better progress as other groups.	• 1:1 and small-group tutoring has taken place and has had a positive impact on progress. It has been a crucial tool to address the disruption of COVID and has ensured that pupils have made accelerated progress. Evidence can be found in school within the monitoring records outlining individuals' progress. • Online reading programmes has been fully embedded in classes from Y1-Y6. Progress data shows a significant difference in the number of children working at the ARE level on the program in each year group compared with the start of the year. • PP progress measures to be added once released.
2: Disadvantaged children who have additional SEND, matches or is improving towards that of other pupils with the same starting points.	Academic interventions and other targeted interventions linked to individual support plans will be in place throughout the school, to support in SEND pupils accessing high quality provision and making progress from their relevant starting points.	• 1:1 and small-group tutoring has taken place and has had a positive impact on progress. It has been a crucial tool to address the disruption of COVID and has ensured that pupils have made accelerated progress. Evidence can be found in school within the monitoring records outlining individuals' progress. • PP progress measures to be added once released.
3. The progress of the pupils who are identified as having Sp&L as a barrier for learning matches or is improving that of pupils with the same starting points.	Tracking will show that pupils with Sp&L difficulties make rapid progress and are exited from the intervention/support programmes and SP & L is a removed as a barrier to learning.	• Pupils in receipt of speech therapy made accelerated rates of progress, documented in SEND records. A high proportion of pupils have been in receipt of Speech Bubble sessions this year, with a number of pupils being discharged from the programme showing clear progress made. Y6 pupils transitioned to high school with clear targets and a full report to aid transition outlining and evidencing clear progress made on the individual Sp&L reports. • Early targeted intervention eg Talk Boost has been implemented in Nursery for all pupils, and then continued as a target intervention for those with identified needs in Reception.
4. Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving – all above 96%. To ensure a	Reduce the number of persistent absentees among disadvantaged pupils to be in line with the national average. The FSW utilises a targeted approach to both pupils and families which will de-crease the % of PA in	• Attendance of PP pupils is 93.8% compared to 95.1% for non-PP pupils. This is an improvement on last year and shows that the targeted approach is having a sustained impact on rates of attendance. • Despite COVID, parenting contracts have been put into place throughout the year to target pupils who have been identified as having not acceptable rates of absence. Case studies highlight the impact that

reduction in persistent absenteeism in pupils eligible for PP.	PP pupils. FSW will support parents of PP pupils in ensuring that they are in school each day. Punctuality and attendance awards will be used to raise the profile with students.	the parenting contracts have upon pupils' attendance. • Whole school termly attendance prizes have been put in place and have contributed to an increase in whole school attendance. • Attendance of PP pupils was closely monitored and support offered when needs were identified. Our FSW and Attendance Officer continued to work to support our PP families and ensure attendance is good or improving and to reduce persistent absentees. The impact of this can be seen in the attendance figures for 2022-23 which are below: **As at 5.7.23 Number on Roll 209 excluding Nursery / School / LA St Helens / Regional / National** Whole School Attendance %: 95.1% / 94.3% / 94.3% / 94.1%
5: Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points	A range of therapeutic interventions will be employed to ensure that pupils eligible for PP reach ARE or better, by removing the barriers caused by these needs.	• Therapeutic intervention continued to be delivered to our most vulnerable pupils throughout the academic year. This ensured that needs were met and barriers to learning reduced. Support was very much tailored to issues raised as a result of lockdown. The impact of these interventions is evidenced in pupil progress records as it has removed/ reduced barriers to learning. • Where appropriate, referrals to other external support have continued to be made and the impact of this is monitored. PP pupils with additional SEMH needs have been closely monitored by the SENDCO who has liaised with class teachers and external agencies to address these needs have been exacerbated by the impact of COVID and the lockdown periods.
6: Significant behaviours are reduced and do not impact on learning and that progress matches or is improving towards that of other pupils with the same starting points.	Number of significant behaviour logs are reduced and PP children with this identified barrier to learning are reaching ARE. Improved behaviour for learning focusing on the vulnerable pupils.	• Where appropriate, referrals to other external support have continued to be made and the impact of this is monitored. PP pupils with additional SEMH needs have been closely monitored by the SENDCO who has liaised with class teachers and external agencies to address these needs have been exacerbated by the impact of COVID and the lockdown periods.

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
Mathematics Mastery	Ark

Service pupil premium funding (optional)

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

Measure	Details
N/A	

Further information (optional)

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