

Pupil Premium Strategy Holywell School (2021-2022)

1. Summary information					
School	Holywell School, Cranfield, Bedfordshire				
Academic Year	2021-2022	Total PP budget	£138,995	Date of most recent PP Review	September 2021
Total number of pupils		Number of pupils eligible for PP	104	Date for next internal review of this strategy	September 2022
2. Breakdown of numbers September 2021					
	Year 5	Year 6	Year 7	Year 8	
Total number of PP ()	14	23	33	34	
FSM ()	30	25	31	24	
Service ()	1	0	0	1	
CLA ()	1	1	1	3	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Attitudes to learning: Our disadvantaged students have a variety of attitudes to learning – from the most enthusiastic and confident, to those less likely to take risks with their learning and those who are less likely to be resilient when responding to improvement targets. They are also less likely to participate in trips, visits or other enrichment activities. Some disadvantaged learners have limited cultural experiences which means they are often less confident writers and have a more limited vocabulary to use in their writing. Disadvantaged learners perform significantly below their peers at KS2. In 2019 (last validated data) this was especially significant in Writing.				
B.	Poor social skills and lack of self-esteem: These prevent some disadvantaged students from fulfilling their potential as they are often overlooked when there are opportunities to represent the school in sporting, musical and social activities. Our disadvantaged pupils often think they are unworthy of inclusion. They are underrepresented in positions of responsibility such as house and sports captains, values ambassadors and school prefects.				
C.	The Quality of Teaching: Dunford argues that, “There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So, high quality teaching must be at the core of all pupil premium work. For this reason, many of our disadvantaged achievement strategies have consistently focused on improving the quality of teaching, including				

	setting arrangements, as a recurring theme. In designing this provision we are mindful of looking first at the strategies that make the most of different types of feedback, metacognition, peer tutoring, etc	
D.	Curriculum access: Our disadvantaged students are more vulnerable in terms of curriculum access – some lack resources to use in school, some have limited cultural capital and limited cultural experience; additional curriculum opportunities are not always accessible to them.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental engagement: Parents of some disadvantaged students are less likely to attend Parents evenings and other school related activities for a range of reasons such as working patterns, transport issues, availability of child care and lack of confidence.	
F.	Lack of cultural capital: Some disadvantaged students have limited opportunities outside school leading to a narrower range of experiences than their peers. This can limit their academic potential and lead to lower aspirations and disengagement with education.	
G.	Attendance: Some disadvantaged students are less resilient and prone to poor attendance – sometimes due to parental inability to provide transport – especially when parents are financially challenged. This results in lower attendance rates than their peers in school although this is improving.	
H.	Poverty and related issues: Some disadvantaged students experience adverse childhood experiences including the impact of child poverty, lack of good nutrition, regular sleeping patterns – all of which can impact on behaviour and progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ol style="list-style-type: none"> 1. Improving attainment of disadvantaged learners especially in Writing 2. Reducing the gap in attainment between disadvantaged learners in school and non-disadvantaged nationally. Ensuring that any widening of the gaps between disadvantaged learners in school and non-disadvantaged learners in school and nationally due to the Covid-19 pandemic is identified and efforts made to close it. 3. Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths. 4. More student participation in lessons and in extra-curricular opportunities being taken up 	<p>Improve attainment of disadvantaged learners as follows</p> <ul style="list-style-type: none"> • Holywell is taking part in a project funded by Central Bedfordshire council called RADY to raise expectations, aspirations and awareness of our disadvantaged students. • Reducing the gap in attainment between disadvantaged and non-disadvantaged learners at Holywell in Reading, GPAS, Writing and Maths • Reducing the gap in attainment between disadvantaged learners in Holywell and non-disadvantaged and disadvantaged students nationally. • Disadvantaged learners make the same number of progress points every year in Reading, Writing and Maths using new assessment points as the whole cohort.

B.	Raising self-esteem and improving social skills in disadvantaged students	Disadvantaged students attend at least one intervention group depending on need including counselling for emotional needs. Disadvantaged students are proportionately represented in Roles such as house and sports captains, values ambassadors and school prefects and take part more often in sporting, musical and social events.
C.	Disadvantaged students have access to high quality subject specialists	Fully staffed with good and outstanding teachers who know their students and who can stretch all to exceed their targets
D.	Disadvantaged students have access to the whole curriculum – both in-school and extra-curricular	Full participation in curricular and extra-curricular activities
E.	Raising the value placed on education and Improving engagement of families	Attendance at parents' evenings and other school related activities by parents of disadvantaged children is as good as non-disadvantaged learners.
F.	Improving opportunities outside school to broaden the range of experiences of disadvantaged students	All disadvantaged students in year 5, 6 and 7 invited to attend at least one Doodle club session per week and those in financial need receive help to attend enrichment activities such as residential and none residential trips, subsidised music tuition.
G.	Raising the attendance of disadvantaged students in line with non-disadvantaged students at Holywell and nationally	Improve attendance of disadvantaged students towards achieving same target as whole school 97%
H.	Reversing the impact of adverse experiences of disadvantaged students with special reference to their experiences during Covid-19 pandemic.	Reacting to areas of need so that disadvantaged students have similar experiences to their peers. Ensuring that disadvantaged students have access to ICT at home to access online learning if needed. Disadvantaged students feel safe and happy at school.

5. Planned expenditure					
Academic year	2021-2022				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A and C	<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school. Consolidate new tracking systems and use them to monitor progress of disadvantaged students more robustly.</p> <p>To explore models of resilience training (eg. The Resilience Doughnut; Growth Mindset; Protective Behaviours; Restorative Practices) with a view to introducing training for students in the Spring term 2022</p>	<p>Sutton Trust report 2011 states that “the effect of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning compared with 0.5 years with poorly performing teachers. This is also supported by DfE document “Supporting the attainment of disadvantaged pupils; articulating success and good practice”</p>	<p>School data obtained from lesson observations, work scrutiny, internal and external attainment data.</p>	SLT and PP lead.	Ongoing Assessment and September 2022
Total budgeted cost					£80,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A and D	<p>Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.</p> <p>Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.</p> <p>After school Doodle club for disadvantaged students to run on 3 nights per week to allow for Covid -19 arrangements.</p>	<p>Disadvantaged families are unable to afford the books.</p> <p>Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths and English.</p> <p>Repeated practice using Doodle Maths and Doodle English apps has an impact on attainment in the core subjects. Disadvantaged students are less likely to be able to access these apps at home.</p>	<p>Office manager and pupil premium lead identify students and provide books</p> <p>Heads of Maths and English identify students who require extra help at Mind The Gap meetings with teaching staff. Class teachers provide intervention groups for identified students Small group intervention with qualified teacher planned. Progress of students monitored by HOD and reported half termly to PP Leader and groups changed according to data each half term. PP students to be prioritised in these groups.</p> <p>All disadvantaged students receive an invitation to Doodle Club. Each student receives a snack and opportunity to attend club without charge.</p>	<p>Office manager, Pupil premium lead</p> <p>Head of Maths and English</p> <p>Pupil Premium lead. Doodle Club leader</p>	<p>September 2022</p>
A, B C and D	<p>Staff help to produce profiles of individual students in Year 5 to identify barriers to learning, aspirations and needs.</p> <p>All staff mark disadvantaged students work first and work scrutiny focuses on their work.</p>	<p>Raising the profile of disadvantaged students keep them in the forefront of teachers' and teaching assistants' minds so that staff realise they have responsibility for the progress of disadvantaged students in their classes.</p> <p>Disadvantaged students benefit from best feedback possible which will enhance their learning.</p>	<p>Information provided to staff in staff briefings.</p> <p>School assessment and marking policy. Work scrutiny focusses on disadvantaged students during the year.</p>	<p>Pupil Premium lead</p> <p>All teaching staff</p>	<p>September 2022</p> <p>Termly</p> <p>Termly</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	<p>All staff highlight disadvantaged students on seating plans and identify any barriers to learning or dip in progress levels.</p> <p>Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more visible to all teaching staff</p> <p>Encouraging disadvantaged students to apply for student roles. Ensuring that disadvantaged students are proportionately represented in those roles and at sporting , cultural and social events..</p> <p>Identify students requiring laptops and software and distribute loaned hardware and software to students in need.</p>	<p>All staff are aware of needs of disadvantaged students in their class.</p> <p>Using prior attainment to set targets results in even bigger gaps as disadvantaged students work through school due to unconscious bias in expectations. Rubie Davies 2014 Researching the effect of expectations on attainment</p> <p>Disadvantaged students have been significantly under represented in previous years at Holywell.</p> <p>Disadvantaged students are less likely to have use of laptops at home to access on line learning</p>	<p>Lesson observations.</p> <p>Utilising support from RADY scheme to scrutinise target setting for disadvantaged students and create an uplift for disadvantaged Year 5 students in English to reduce the impact of prior attainment on target setting and raise expectations of them.</p> <p>Ensure that disadvantaged students are encouraged to apply and applications regarded favourably.</p> <p>Criteria applied to identifying students and laptop agreements in place.</p>	<p>All teaching staff, SLT and Heads of departments</p> <p>All teaching staff</p> <p>PP lead Pastoral leads.</p> <p>Pupil Premium lead. Head of ICT, ICT support.</p>	<p>Termly</p> <p>September 2022</p> <p>Weekly</p>
Total budgeted cost					£30,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E	<p>Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if required. Transport provided for families.</p> <p>Embed and improve use Show My Homework app.</p> <p>Embed and improve use of C-Poms</p>	<p>To allow all families the opportunity to engage with staff to promote aspirations in families.</p> <p>Parents will be aware of homework when it is set, resources required will be available to all students. Parents will be more engaged with the process.</p> <p>To ensure that all incidents of safeguarding are recorded and monitored in a central point. Ensure families are supported to overcome barriers to learning and welfare of students</p>	<p>Pupil Premium lead and office staff ring parents to personally arrange appointments. Appointments during school day offered if appropriate.</p> <p>Use App to monitor students grades and those who regularly fail to complete homework. Use this information to support students in Homework Clubs during school time.</p> <p>All new staff trained in September. Safeguarding leads monitor.</p>	<p>Pupil premium lead, office staff</p> <p>Deputy head (Homework)</p> <p>Safeguarding leads, Pupil premium lead.</p>	<p>September 2022</p> <p>Termly</p> <p>Daily</p>
B, F G and H	<p>Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to disadvantaged students who show a commitment to learn a musical instrument in Years 6, 7 and 8.</p> <p>Provide individual social skills interventions</p>	<p>Students benefit from being able to learn valuable skills, discipline through regular practice, raised self-esteem, participation in musical events. Students will increase their store of cultural capital by exposure to music tuition and events.</p> <p>Small groups of students or individuals can be identified and helped with specific areas of</p>	<p>Year 5 students told about the subsidised scheme during transition process or when Peripatetic lessons are allowed to happen again. Music department monitors carefully progress of individual students and offers financial support as required to enable students to continue learning an instrument.</p> <p>Consultation with form tutors, Heads of Year, Well Being</p>	<p>Pupil premium lead, Head of Music</p> <p>Pupil Premium Lead, Well</p>	<p>September 2022</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	<p>according to individual need.</p> <p>Provision of outside agencies according to identified student need.</p> <p>Identifying individual student need and responding quickly to it for example school uniform, sports kit, stationery, school meals, transport costs, IT.</p> <p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and Open days.</p> <p>Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.</p>	<p>concern, which will improve their behaviour for learning and impact on progress.</p> <p>Disadvantaged students often require support to manage mental health problems and provide them with coping strategies</p> <p>Providing students with resources quickly so that they can take full advantage of school life</p> <p>Raising aspirations and offering opportunities for developing social skills</p> <p>Allowing students to broaden their experiences, raise aspirations, increase resilience, raise self-esteem and increase cultural capital.</p>	<p>Coordinator and Safe guarding leads to identify students and suitable programmes.</p> <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students.</p> <p>Office staff, Form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students and respond promptly to identified needs. Publicise available help to parents in school newsletters.</p> <p>All staff</p> <p>Trip leaders ensure letters sent to all parents outlining procedures for obtaining financial support. Office staff, Business manager, Pupil Premium lead identify need and respond</p>	<p>Being Coordinator, Safeguarding Lead</p> <p>Pupil Premium Lead, Lead Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Pupil Premium lead</p> <p>SLT</p> <p>Trip leaders, Pupil premium lead</p>	

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
G	Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action taken as required eg providing transport or bus passes.	Daily attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally: ... School helps children to develop important skills, knowledge and values that set them up for further learning and participation in their community	Office manager, Deputy Head (Attendance) monitor attendance and liaise with Pupil premium lead	Deputy Head Attendance	
Total budgeted cost					£15,000

6. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A and C	<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school. Consolidate new tracking systems and use them to monitor progress of disadvantaged students more robustly.</p> <p>The Resilience Doughnut; Growth Mindset; Protective Behaviours; Restorative Practices) with a view to introducing training for students in the Spring term 2021</p>	<p>School fully staffed in September, 2020. Lesson Observations in Autumn term were not graded. The objectives of the observations were to make sure teachers were compliant with COVID arrangements and to discover how students were coping with learning in the "new normal". Lesson Observations focussing on Teaching and Learning took place in April. Targets for all students in all subjects set. Data manager in post. SIMS mark sheets had to be rebuilt from scratch. Recording of these targets was delayed due to rebuilding of SIMS marksheets. SIMS data used to track progress of disadvantaged students but data was not fully available at usual stages due to lockdown January- March 2021 resulting in online learning and return to online learning in July 2021</p> <p>LF work on resilience and work with KS2 in Spring 2021 term. Resilience workshop as part of Y6 PSHE day in Summer 2021.</p>	<p>SIP plan 2021-22 focusses on students "being the best they can be". This involves planning to return to usual timings of lesson observations; target setting and monitoring; research projects; INSED programmes and student training in resilience. PP lead retired at end of Academic Year. New Lead in post September 2021.</p>	<p>£73,500</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A and D	Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.	SATS cancelled for a second year. Revision books not purchased.	Benefit of revision books to be reviewed and discussed with HoD for English and Maths prior to purchasing them again for May 2022 SATS.	
	Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.	Intervention groups in English ran from November, 2020. 3 Disadvantaged students in Year 5 and 8 disadvantaged students in Year 6 attended these groups. Long term illness by staff member prevented these groups taking place in Summer term. Plans were in place for after school intervention to take place for students in Year 6 by subject teachers in Maths and English to prepare students for SATS in Spring term. After school Maths Intervention groups began in April 2021 with 102 students in Years 5-8 identified and invited to attend. Of these 14 (13.7%) are PP. After school English intervention took place in Years 5-8 for 5 weeks in June and July	2021/2022 Appropriate interventions will be assessed with input from English and Maths HoD.	£8000
		Planned focus groups in July to monitor impact did not take place as school had to return to online learning.		£1675
	After school Doodle club for disadvantaged students to run on 3 nights per week to allow for Covid -19 arrangements.	All disadvantaged students in Year 6 and 7 were invited to Doodle Club in the Autumn term which ran on two nights a week. Year 6 and 7 were prioritised initially as year groups could not mix. 15 year 6 students and 11 year 7 students were safely accommodated in ICT1. Disadvantaged students in Year 5 were invited to Doodle Club using a second ICT Room from May 4 th , 2021. 14 disadvantaged students in Year 5 attended regularly until learning went online in July 2021.	Meetings took place to decide if Doodle still provided the service needed. It was decided not to continue with Doodle English. Doodle Maths will continue throughout the school and licences for Mathletics will be purchased for Doodle Club students to trial as a possible replacement for Doodle Maths in KS2 Doodle co-ordinator has resigned from the post for September 2021. New leaders for Y5 and Y6 appointed – sessions to start again November 2021, initially exclusively Disadvantaged KS2 pupils invited.	Licence £3588 Staff £ 900 Snacks £105
				£1100

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B C and D	<p>Staff help to produce profiles of individual students in Year 6 to identify barriers to learning, aspirations and needs</p> <p>All staff mark disadvantaged students work first and work scrutiny focuses on their work.</p> <p>All staff highlight disadvantaged students on seating plans and identify any barriers to learning or dip in progress levels.</p> <p>Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more visible to all teaching staff</p>	<p>Postponed due to increased workload on staff due to Coronavirus restrictions and requirements for online learning</p> <p>Staff encouraged to do this. Work scrutiny took place using focus groups in the Summer term which included students who are disadvantaged.</p> <p>Staff required to provide seating plans that identified disadvantaged students and encouraged to identify barriers to learning.</p> <p>PP lead attended several RADY webinars during Autumn term. PP lead relaunched the RADY program with Leadership group 28.09.2020 PP Strategy document prepared in line with RADY ideals. RADY uplift applied to Year 5 English targets using GL reading data, November 2020 and incorporated in to SIMS grade sheets, February 2021. School Improvement plan rewritten to incorporate the RADY “Golden Thread” PP lead gave an extensive PowerPoint presentation to Full Governing Body in April to inform them of the school’s approach and progress in improving attainment and progress for disadvantaged students using RADY’s Equity not Equality approach.</p>	Benefits of RADY programme to influence all of these issues to be examined as part of	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>Encouraging disadvantaged students to apply for student roles. Ensuring that disadvantaged students are proportionately represented in those roles and at sporting , cultural and social events..</p> <p>Identify students requiring laptops and software and distribute loaned hardware and software to students in need.</p>	<p>Of the 22 sports captains, house captains, sports ambassadors and values champions, 4 (18%) are from our disadvantaged cohort. This is the highest representation we have ever had and is in line with the proportion of disadvantaged students in the Year 8 cohort.</p> <p>Many sporting and musical events were cancelled during 2020-2021 due to Coronavirus restrictions.</p> <p>50 Lap tops and tablets have been loaned to disadvantaged students from the Gale Charitable trust donation and from allocations from Central Government during the year to ensure students had full access to online learning on a permanent or temporary basis.</p> <p>Some students were able to return devices when they returned to school in March</p> <p>Temporary loans of laptops were made to students who had short periods of isolation through out the year and in July.</p> <p>2 students were also supplied with Broadband routers through a Government scheme.</p>	<p>Election of Sports captains, House captains and Values ambassadors will take place in September. Tutors to be encouraged to identify disadvantaged students and actively help them to apply for these roles. 21 of the 24 disadvantaged pupils in Year 8 applied for a position of responsibility in Year 8, incorporating House Captains, Sports Captains, Sports Ambassadors, Values Ambassadors, Prefects, English/Maths/Music or Art Mentors.</p> <p>Highlights: Out of 8 House Captains, 2 are disadvantaged. Values Ambassadors see 3 of the 6 ambassadors as being disadvantaged pupils.</p> <p>Laptops are still available to loan to “ICT poor” students – 2 new Y5 pupils provided with technology.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E	<p>Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if required. Transport provided for families.</p> <p>Embed and improve use Show My Homework app.</p> <p>Embed and improve use of C-Poms</p>	<p>Tutor evenings took place by telephone in the Autumn term. Subject teacher evenings took place in the Spring term using video calls on school cloud.</p> <p>Parents of disadvantaged students are still less likely to attend Parents evenings than the parents of none disadvantaged students but the gaps are closing due to Disadvantaged parents being personally invited and appointments made by office staff. See data attached.</p> <p>Show My Homework platform used extensively by all teaching staff to provide high quality online learning throughout 2020-2021 for students self-isolating and during National Lockdown, January-March 2021.</p> <p>C-Poms used extensively by all staff to record and to monitor student welfare.</p>	<p>2021/2022</p> <p>Show My homework continues to be used</p> <p>C- Poms continues to be used.</p>	£940
B, F G and H	<p>Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to disadvantaged</p>	<p>The Year 5 scheme did not take place as tuition was unavailable.</p> <p>There was substantial disruption to face to face lessons due to Coronavirus restrictions this year. 4 students in Year 7 and year 8 were funded throughout the year using Zoom and later face to face lessons.</p> <p>Another Year 7 pupil began trumpet lessons beginning in May.</p> <p>Musical theatre singing classes began in April and 11 PP students in Years 5-8 attended regularly.</p>	<p>Music tuition continues to be a priority.</p> <p>Musical theatre singing classes will continue.</p>	<p>Autumn £578 Spring £431 Summer £904</p> <p>£4040</p>

	<p>students who show a commitment to learn a musical instrument in Years 6, 7 and 8.</p> <p>Provide individual social skills interventions according to individual need.</p> <p>Provision of outside agencies according to identified student need.</p> <p>Identifying individual student need and responding quickly to it for example school uniform, sports kit, stationery, school meals, transport costs, IT.</p>	<p>Much emphasis was placed on Student welfare and promoting good mental health. Interventions such as Mindful Art, Art and Chat, Lego therapy and other counselling therapies were provided by qualified members of staff when need identified.</p> <p>Very few outside agencies were used this year due to Coronavirus restrictions although students at risk of permanent exclusion were able to access external support in the Autumn and Summer term.</p> <p>During the year disadvantaged students were provided with welfare meals when identified by kitchen staff. They were provided with school uniform, PE kit, stationery, bus pass, taxi fares and music tuition. Disadvantaged students in KS3 were provided with calculators. All FSM students were provided with food vouchers over the Christmas holidays by CBC. During lockdown they have also all received vouchers to allow families to provide food for their children. In addition, any child who qualified for FSM and attended school as a child of Critical workers or as a vulnerable student during the National Lockdown was provided with a free packed lunch. All FSM families were provided with vouchers during the return to online learning in July. PP lead continued to monitor the uptake of FSM by disadvantaged students by greeting students having school meals in the dining room every day and ensured that parents were regularly informed of the way to claim FSM in School newsletters.</p>	<p>DSL posts involved welfare for Disadvantaged families and students</p> <p>Will be accessed if required</p>	<p>DSL salaries £22000 £2300</p> <p>£476</p> <p>£1350</p> <p>£1780</p>
--	--	---	---	--

	<p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and Open days.</p> <p>Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.</p>	<p>Families have regularly been encouraged to contact school if they required help of any sort. Participation in Zoom lessons, submission of homework and monitoring phone calls by tutors have been used to help identify ICT poor students. Throughout the year laptops and tablets have been loaned to students to allow them to access online learning and homework. Students continue to be identified as "ICT poor" and devices allocated.</p> <p>Many of these activities did not take place this year but the School Values Ambassadors and other students have taken part in staff recruitment very successfully.</p> <p>Residential and no-residential trips did not take place due to Coronavirus restrictions. Planned forensics day in Summer term did not take place due to increased number of coronavirus cases.</p>		<p>Laptop covers £199</p> <p>ZAKON Forensic Science Day £297.50</p>
G	<p>Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action</p>	<p>PP students have been doing very well over the last 3 years with trends being comfortably above national average. See attached data for trends Autumn term 2020 Whole school attendance 96.01% PP attendance 92.97% FSM attendance 94.54% National Average for PP students 93.5%</p>		

	taken as required eg providing transport or bus passes.	<p>7 Pupil Premium students were classed as Persistent absentees. 3 of these students' attendances decreased to less than 30%. All 3 of these cases were addressed and intervention was put in place.</p> <p>Spring term 2021- school moved to online learning.</p> <p>15 students entitled to FSM attended the in-school provision for children of critical workers and vulnerable students and their attendance in this provision was higher than other groups. All these students were provided with an additional free packed lunch as well as vouchers.</p> <p>Summer term 2021- year end</p> <p>Whole school attendance 95.71%</p> <p>PP attendance 92.64%</p> <p>FSM attendance 93.6%</p> <p>National Average for PP students 93.5%</p>		
			FSM costs	£7300
TOTAL COSTS (Budget £132,350)				£131,463

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
This is the last available validated data available to the school.

YR6 2018 COHORT - SATS RESULTS JULY 2019

KS2 = ACHIEVED SATS = 100+ ABOVE EXPECTED = 110+
TEACHER ASSESSMENT = 29 - 32 = EXPECTED

COHORT	MA	READ	GPAS	SC TA	WRIT TA
below expected	30	42	32	40	46
expected	80	69	92	72	92
above expected	47	45	33	45	19
	157	156	157	157	157
below expected	19%	27%	20%	25%	29%
expected	51%	44%	59%	46%	59%
above expected	30%	29%	21%	29%	12%
COHORT ACHIEVED STANDARD	81%	73%	80%	75%	71%
COHORT AVERAGE POINT SCORE	106	104	105	30	30

Disadvantaged Students	MA	READ	GPAS	SC TA	WRIT TA
below expected	9	12	10	12	15
expected	12	11	14	13	10
above expected	6	4	3	2	2
	27	27	27	27	27
below expected	33%	44%	37%	44%	56%
expected	44%	41%	52%	48%	37%
above expected	22%	15%	11%	7%	7%
Disadvantaged students Achieving Standard	67%	56%	63%	56%	44%
Disadvantaged students Average point score	102	101	101	28	28

Parents Evening data 2020-2021

Year group	Subject Evening 2021 (2020)
5	<p>January 2021 appointments made Overall 92% (171/185) (90%) FSM 61% (13/21) % FSM in year group 11% % FSM in families making appointments 8%</p>
6	<p>February 2021 Overall 83% 149/178 (91%) FSM 67% (16/24) % FSM in year group 13% % FSM in families making appointments 11%</p>
7	<p>February 2021 Overall 79% 145/184 (89%) FSM 64%(14/22) % FSM in year group 11% % FSM in families making appointments 10%</p>
8	<p>March 2021 Overall 79% (119/151) (83%) FSM 71% (10/14) % FSM in year group 9% % FSM in families making appointments 8%</p>

Year on Year trends in attendance

Attendance Feb 2020	Whole School	Pupil Premium	SEN
Academic year 16/17	96.12%	94.98%	92.09%
Academic year 17/18	96.06%	94.98%	92.39%
Academic year 18/19	96.26%	94.84%	94.32%
Academic year 19/20	95.65%	94.38%	93.74%
Academic Year 20/21	95.71%	92.64%	93.6%
National average	95.60%	93.50%	92.30%

	2020/2021 (Autumn term)	2020-2021 05.05.21	2020/2021 (End of Year)
PP	92.97%	93.43%	92.64%
FSM	94.54%	93.59%	93.6%