



## Pupil Premium Strategy Statement

This statement details our plans for the school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy over 3 years ( this year being the 2<sup>nd</sup>) and how we intend to spend the funding in this academic year. The effect that last year's spending of pupil premium had within our school can be found on the review document 21-22.

### School overview

Detail	Data
School name	Christ the King Catholic Primary School
Number of pupils in school	388 (FS2-Y6)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 21-24 This is year 2
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Joanne Procter
Pupil premium lead	Lindsay Barker
Governor / Trustee lead	Sharon Moore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,096
Recovery premium funding allocation this academic year	£10,259
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,355



## 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 good progress from their starting points and attain well across all subject areas. The focus of our pupil premium strategy (2021-24) is to support disadvantaged pupils to achieve that goal.

When making decisions about using Pupil Premium funding, we have considered the context of our school and the subsequent challenges faced. EEF research has been used to support decisions. Common barriers to learning for disadvantaged children at Christ the King Catholic Primary include less support at home (including parental confidence, quiet space and access to technology and books); lack of confidence/self esteem and mental health barriers; and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make nationally expected rates of progress from their starting points.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To build supportive relationships with families.

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.

We aim to do this through:

- Ensuring that students benefit from quality first teaching (with teachers receiving quality CPD) and access to quality resources.
- Ensuring that appropriate provision is made for pupils by identifying barriers, plan-



ning targeted interventions and support to address gaps and monitoring these through pupil progress meetings four times per year.

- Ensuring regular contact with parents to discuss barriers and forge positive relationships that encourage attendance and support with work.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment gaps in reading, phonics and writing between disadvantaged and non-disadvantaged students.</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils was impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers. Reading fluency is also impacted due to less practice at home.</p> <p>Last year, targeted intervention in phonics resulted in 77% of disadvantaged students achieving the benchmark in the PSC compared to 86% of non. This intervention will continue this year with a greater focus on reading fluency too.</p>



	School wide- the impact of partial school closures has resulted in a drop in attainment in writing, more markedly affecting disadvantaged students. Writing will be a school priority, with CPD and monitoring of writing being a main focus in INSET, twilights and staff meetings.
<b>2</b>	<b>Attainment gaps in maths between disadvantaged and non-disadvantaged students.</b> As above, the impact of partial school closures has impacted pupil premium children to a greater extent in maths, as is the national picture. Parental confidence in maths tends to be lower than in English. A Y6 maths support group was effective in closing the attainment gap in KS2 SATs although gaps in other year groups continued to be evident. This will remain a focus this year.
<b>3</b>	<b>Lower engagement with homework (including online work) and reading.</b> Many of our disadvantaged students had a reading fluency rate that was lower than year group expectation. Records indicated they were not heard read every night by an adult or read to at bedtime. The closure of local libraries had also impacted access to new books. Some did not have access to technology to complete online work, or the only access was a phone with a small screen. This will remain a focus this year.
<b>4</b>	<b>Increased number of emotional and mental well-being concerns due to family structures or out of school barriers.</b> Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. Teacher referrals for support have markedly increased during the pandemic. 50 pupils (21 of whom are disadvantaged) currently require additional support with social and emotional needs on a 1:1 or small group basis, with a further waiting list. Social and emotional support will remain a priority this year.
<b>5</b>	<b>Lower attendance and punctuality, increased persistent absence.</b>  Attendance has dropped since the pandemic, particularly amongst disadvantaged pupils. This directly impacts attainment. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively



	impacting disadvantaged pupils' progress. This will be given raised priority this year with new monitoring and support structures put in place.
<b>6</b>	The cost of living crisis has impacted many of our families meaning that more support was needed to supplement trips and residential as well as access to clubs.

## 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
Parity in attainment and rate of progress compared to non-pupil premium children in reading and maths.	The gap between pupil premium children's attainment and non- pp on KS2 SATS 24/25 will diminish. (closed in 21/22 in maths and reading)  The gap between pupil premium children's attainment and non – pupil premium on internal standardised testing and KS1 TA 24/25 will diminish as measured by internal data and summative tests.
Greater phonic knowledge will improve attainment in reading and writing.	Baseline gap between reading age and chronological age will diminish. Reading fluency will be en-par with that of non-disadvantaged children on internal tests.  Phonics gaps will be addressed and % of children passing screen will be in line with national each year.  KS1 reading TA will be in line with national each year.
More accurate spelling when writing.	The % of children reaching expected standard in writing at KS1 and KS2 23/24 will be in line with national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that non-academic barriers are	Emotional resilience and strategies to cope with situations that would inhibit attendance or learning will be developed.  Sustained high levels of wellbeing demonstrated by:



<p>minimalised and children are resilient and feel safe, secure and happy coming to school.</p>	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• increased attendance at school (96%)</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> </ul>
<p>Greater engagement with homework and reading.</p>	<p>Students will be offered loaned devices with bookmarked tabs for learning resources so they have parity of access to online practise resources.</p> <p>Scheme Books will be allocated online to read and reading for pleasure books will be available to loan and all students will read everyday to an adult in school.</p> <p>Time in school to complete homework (homework club UKS2 and in class) so that all children hand in homework.</p> <p>Gap between chronological age and reading age will diminish.</p>
<p>Increased participation in extra curricular activities</p>	<p>Students will be subsidised for residential and day trips and will be offered free access to some clubs.</p> <p>Additional clubs will be run by teachers and students actively encouraged to participate. Pupil voice will be used to identify areas of interest.</p>



## Activity in this academic year 2022-23

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: £12,006

Activity	Evidence that supports this approach EEF	Challenge number(s) addressed
<p>Ongoing CPD for staff in using government approved SSP: Essential Letters and Sounds phonicsscheme (now in its second year)</p> <p>Subscription to the scheme</p>	<p>SS Phonics ( EEF +5)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connectionsbetween the sound patterns they hear in words and the way thatthese words are written.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p><b>£360 cost of subscription to the scheme</b></p> <p>Cost of workbooks £728</p>
<p>Purchase of more decodable readersand access to online scheme books.</p>	<p><a href="#">The reading framework: teaching the foundations of literacy</a></p> <p>Our overview of research highlighted evidence that showed a systematic synthetic approach is particularly effective and that</p>	<p>1</p> <p><b>£200 online books</b></p> <p><b>£1600</b></p>



Additional staff to hear reading groups.	<p>children need direct instruction in phonics. This is especially the case for those from lower socio-economic status backgrounds and those who are having difficulties reading</p> <p>.. A review of research on the influence of decodable texts on reading achievement found that decodability is a 'critical characteristic' of early reading text</p> <p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</a></p>	<p>additional phonics reading books</p> <p>DHT and SM to hear reading groups (see costing in part 2)</p>
Development of school library and increased stock of quality and engaging texts to loan to students and for storytime and English lessons	<p>As above</p> <p><a href="#">Reading Fluency Resource 1.0.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p>	<p>£1,500 budget</p> <p>1 &amp; 3 for purchase of new library and English texts</p>
CPD in maths for all staff to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<p>Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Further practices encouraged by EEF include: knowledge of common misconceptions, purposeful use of images and manipulatives, explicit problem solving strategies, use of worked examples, teaching use of strategies.</p> <p><a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>KS1 and 2 maths leads will engage with our local research school and maths hub to develop the quality of maths teaching through</p>	<p>2</p> <p>Cover for RL £80 per half day x 3= <b>£240</b></p> <p>Cover cost KS1 lead 2 full days <b>£320</b></p> <p>INSET cost = £675.30</p> <p>Cover cost 4 teachers x 8</p>



	<p>CPD. Emphasis upon fluency.</p> <p>All staff received a full day of maths INSET training by Gareth Metcalf on reasoning, scaffolded problems solving and worked examples and maths routines.</p> <p>Y2 teacher will be involved in 3 half day maths sessions.</p> <p>1 teacher from each year group will be involved in 2 half day sessions run by Wirral and Tara Loughran on planning and assessment.</p> <p>Mastering Number Program (NCETM) will continue for the second year. This involves teachers from EYFS to Y2.</p> <p>Research indicates that knowledge of mathematics; knowledge of children's development and development trajectories in mathematics; and understanding of the kinds of activities which support early mathematical learning are all important for practitioners. As a result, professional development is likely to be particularly beneficial in supporting early numeracy approaches. (General Early Numeracy Approaches +6m)</p> <p>EEF: Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Also- research on use of mathematical representations</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	<p>half days</p> <p><b>£640</b></p> <p>Cover costs</p> <p>9 hours</p> <p>(3 hours per year group)</p> <p>£22.00 x 9=</p> <p><b>£198</b></p> <p>Maths Resources</p> <p><b>£1000</b></p> <p>Cover costs</p> <p>22 x 10 =</p> <p><b>£220</b></p>
CPD in writing to improve QFT	Full day INSET and two twilights with Alan Peat to introduce more consistent approaches to structures across the school, word games,	Cost of Inset and twilight



	<p>and vocabulary development.</p> <p>Increased monitoring and more staff meeting time devoted to writing.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1670402326">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1670402326</a></p>	<p>training</p> <p>£5000</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,784.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller phonics groups led by a teacher	<p>EEF (+3 months)</p> <p>There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. (CPD on Rosenshine Principles and phonics)</p> <p>Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p>SM costs of 40% met by school to supplement School Led phonics tutoring</p> <p><b>£9082</b></p>



	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Small English groups with targeted focus on reading fluency, comprehension strategies and writing	<p>Targeted Reading comprehension Strategies (+6 months)</p> <p>Alongside phonics it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. EEF</p> <p>EEF(+3)</p> <p>As the size of a class decreases the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 1 and 2 cohort and have identified that 3 smaller classes would allow teachers to increase the amount of attention each child will receive. SM group max size = 6 children</p>	<p>1</p> <p>SM to take small Reading groups Y1-2 (see cost above)</p> <p>TAs to take 1:1 readers</p> <p>DHT to take Y1 reading group (autumn term)</p> <p>SLT to take Y2 &amp; Y6 SATS booster groups in Spring</p> <p>Cost included in DHT out of class <b>£46348.80</b></p>
Language interventions (Wellcomm and NELI) and dedicated storytime with quality literature	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral</p>	<p>Cost of books (see above)</p> <p>TA intervention</p>



	<p>language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
Small Targeted maths groups in Y6 to focus on gaps. Led by DHT	<p>EEF (+4 m) Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	2 DHT out of class (see above)
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>EEF 'Guidance for using PP' recommendation: 'Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment'</p> <p>Data used by teachers and DHT to form groups for targeted teaching.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 & 2 Cost of Rising Stars NTS Assessments Y1-5 x 3 pa $\text{£}1047.50 \times 3 = \textbf{£3142.50}$
Small Group	<p><b>TA interventions</b></p> <p>The impact of TA's is proven to be greater when delivering re-</p>	1&2



structured interventions: Numberstacks intervention Words First	search based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps have been identified through data analysis and discussion between class teacher and SLT.	Cost of Numberstacks resources = <b>£85</b>  Words First = <b>£120</b>
Parental engagement through DHT and ELSA phonecalls, visits for tech support,	<p>Parental engagement has a positive impact of average of 4 months additional progress. (although research suggests more of an impact with parents of younger children than older)</p> <p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated.</p> <p>Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops.</p> <p>High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive.</p> <p>Phonecalls to keep lines of communication open and check on</p>	3 & 4  Cost of DHT and SENCo out of class (see other sections)



	<p>barriers.</p> <p>Parental and pupil voice used to identify barriers.</p> <p>Stay and read, stay and play, maths workshops, phonics workshops – parental participation encouraged</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
Homework support in school and loaned devices	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	<p>3</p> <p>UKs2 homework club.</p> <p>£23 per hour x 36= <b>£828</b></p> <p>After school homework club/access to ICT</p> <p>SATS companion = <b>£805.20</b></p> <p>Spelling Shed <b>£234</b></p> <p>TT Rockstars <b>£138.70</b></p>

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

Budgeted cost: £ 33,532.40

	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>EEF (+4)</p> <p>Interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions</p>	<p>4, 3</p> <p>AM 3 days ELSA</p> <p><b>£13343.40</b></p>



	<p>might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/publications/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>AHT afternoons</p> <p>Cost = <b>£14,341</b></p>
<p>New systems for monitoring absence rates and tackling persistent absenteeism</p>	<p><a href="#">Improving School Attendance</a></p> <p>Teachers to notify SLT when a PP student is absent and Attendance Champion to make welfare phonecalls to be made to make offer any assistance to attend school.</p> <p>Children to be welcomed back to school – check in meeting and support for lesson catch up. Headteacher to hold meetings with families with persistent rates (under 90%) to overcome any barriers to attendance and support plans to be drawn up. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.</p>	<p>5</p> <p>Additional cost of attendance officer.</p> <p>£</p>
<p>Subsidised extra curricular</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present</p>	<p>4</p>



activities and trips	<p>then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p>	<p>Subsidised Trips = <b>£5188</b></p> <p>Able maths day = <b>£132</b></p>
SLT to monitor needs through pupil progress meetings x4 pa to raise expectations	<p>PP meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings</p>	<p>Cover costs</p> <p>£22 x 6 x 4pa = <b>£528</b></p>
Reading for Pleasure promoted in school through lunchtime clubs and additional books.	<p>Reading for pleasure is the single most important indicator of a child's future success</p> <p>(OECD, 2002)</p> <p>There is a proven positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>(Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p>	

**Total budgeted cost: £ 106,322.60**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year can be found in our Pupil Premium Strategy 21-22 Review

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#### 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

#### 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?	



#### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*