



Pupil Premium Policy

Policy Approved/Updated	November 2023
Policy Review Date	November 2024
Reviewer	Rachael Tipton

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Our Mission Statement

At Holy Cross, we are very proud of our school motto and our Catholic ethos; **Loved, Valued, Challenged.**

Loved: We love one another as Jesus taught us – our friends, our families and those who we may never meet.

Valued: We value everyone – everyone is important; pupils, staff, parents, governors, and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged: We challenge each other – not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others’ needs and challenge each other to be better people.

Our Vision

At Holy Cross, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ, which envelopes the life and lives of everyone and everything in our school. It is through Christ’s message of love and forgiveness that the children, staff, both teachers and ancillary, parents and governors, preserve the essential Catholic ethos of the school.

The school aims to provide a challenging curriculum that reflects our philosophy, broadly balanced and relevant, and to support the development of the whole child to his/her full potential. At Holy Cross, everybody matters, therefore we encourage all to show respect to each other and the environment.

Statement of Intent

At Holy Cross, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

Legal Framework

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2020) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- DfE (2021) 'The Service Pupil Premium: what you need to know'

2. PPG allocation rates

For the academic year 2023-2024, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,455
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,530
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,530
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£335

Pupil premium for 2022 to 2023

Funding rates for the pupil premium in the financial year 2022 to 2023 will increase in line with the latest inflation forecasts. Rates for 2022 to 2023 will be:

Primary FSM6 pupils: £1,385

Looked-after children: £2,410

Children who have ceased to be looked-after: £2,410

Service children: £320

Pupil premium for 2021 to 2022

Funding rates for the pupil premium in the financial year 2022 to 2023 will increase in line with the latest inflation forecasts. Rates for 2022 to 2023 will be:

Primary FSM6 pupils: £1,345

Looked-after children: £2,345

Children who have ceased to be looked-after: £2,345

Service children: £310

3. Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. Our strategy for success

We will maximise the use of PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy. This will be a member of the Senior Management Team.
- Ensuring PPG funds can be identified within the school's budget.
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of PPG.

5. Spending priorities

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

6. Use of the LAC and PLAC premiums

- The LAC premium is managed by the designated virtual school head (VSH).
- The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).
- To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.
- The LAC premium will be used to facilitate a wide range of educational support for LAC.
- The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- The designated teacher will work with the VSH to ensure that all available funding is spent.
- PLAC premium is allocated directly to the school.

- LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- The EEF's [Families of Schools Database](#) will be consulted to learn about effective practice in similar schools.

The school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

The school will choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their own emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- Strong and visionary leadership on the part of both the pupil's headteachers.
- A child-centred approach to assessment for learning.

7. Potential interventions

The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils who are below age-related expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age-related expectations.

8. Use of the service pupil premium (SPP)

- The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.
- The school will not combine the SPP with any other form of PPG.
- SPP spending will be accounted for separately to any other form of PPG.

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.
- The school will not use SPP to subsidise routine school activities.

9. Accountability

- Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.
- The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.
- The school will publish its strategy for using the pupil premium on the school website.

10. Reporting

- The headteacher will report annually to the local governing body and parents/carers regarding how effective PPG spending has been and what impact has been made. This annual report will be completed alongside the Pupil Premium Leader.
- The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the Headteacher, Pupil Premium Leader and the local governing body.
- The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of our spending.
- Information regarding PPG spending will be published on the school website.
- For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.
- This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Pupil premium reviews

- If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.

- If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.
- The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- The school may pay an additional cost for the brokerage service providing the reviewer.
- In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- At the end of the review, the school will have an improved strategy and plans to implement it.

12. Overpayments

- The school will repay any overpayment of PPG.

13. Monitoring and review

- The Headteacher and Pupil Premium Leader will be responsible for reviewing this policy annually.

Appendix A: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Holy Cross
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	R Tipton
Pupil premium lead	R Tipton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,986.67
Recovery premium funding allocation this academic year	£ 0
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	£ 40,986.67

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 and achieve to the best of their ability across all subject areas including their emotional well-being. The focus of our pupil premium strategy is to support our disadvantaged pupils to enable them to achieve their goals, including progression for those who are already high attainers.

We will consider all the challenges our pupils face, regardless if they are disadvantaged or not and whether they are supported by social care or are young carers.

Quality First Class Teaching is at the heart of our approach with a focus of what interventions pupils require the most support from. This is proven to have the greatest impact on identifying pupils in need of additional support through targeted intervention and in turn will close the disadvantaged attainment gap whilst at the same time will benefit non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery for those pupils who have been worst affected, including non-disadvantaged pupils. Our approach will be rooted in a robust diagnostic range of assessments. The approaches we have adopted compliment teaching and help pupils to excel.

To ensure they are effective we will,

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene sat the point need is identified
- Adapt as whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Ensure that disadvantaged pupils have access to wrap around care and extra music tuition.

Challenges

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

Challenge number	Detail of challenge
1	To increase our resources to support the emotional and well-being need of the pupil by purchasing appropriate intervention via ELSA support
2	To identify and support a growing number of children that are exhibiting emotional difficulties that are linked to bereavement, anxieties, self esteem and resilience. These children are finding it increasingly difficult to not only access school, but then to go on and form and develop meaningful relationships with their peers and to academically achieve to the best of their ability. <i>Different support groups that are accessing ELSA support are currently running for 8 weeks per intervention. Areas of need have been identifying as separation anxiety, low mood, anger and anxiety. These groups and individuals will continue to be monitored and allocated support.</i>
3	Assessments, Quality First Teaching and discussions will indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. <ul style="list-style-type: none"> • The need for specific intervention has been markedly increased with percentage of disadvantaged pupils require additional support. • Some children as well as those eligible for PP have complex and challenging SEND needs.

	<i>Intervention folders are kept up to date in each class that identify all groups and individuals that require these interventions. These are monitored termly. CPD is arranged to support staff with our most vulnerable children: de-escalation, ASD, support students with SEND</i>
4	<p>Attendance over the past two years indicates that attendance among our disadvantaged pupils has increased due to carefully monitoring and communicating with parents and pupils regarding absences. This needs to continue to ensure attendance remains above 96%.</p> <p><i>New Trust policy is now in place and all relevant paperwork is in now being used. Parental meetings are now being logged and all absences are being recorded on Arbor and followed up via procedures. Letters have been sent out to all persistent absentees and are in process of being monitored.</i></p>
5	<p>Extra-curricular activities are an important part of furthering a child's development. And access to these instruments and teaching can deprive a disadvantaged child of experiencing them.</p> <p>Prior to offering funding support for these children, only a small percentage accessed these lessons, but by offering the 1st term free, we will expect this to rise.</p> <p><i>Pupil premium as funded the first term of music lessons that include piano, guitar, keyboard and drums.</i></p>
6	<p>Children attending our wrap around care support has increased over the past 2 years with 42% of our disadvantaged pupils now accessing this provision. We wish to continue this provision to enable our disadvantaged children to engage with play and focused activities before and after school, which then enables their parents to work more specific hours. This care also provides a breakfast and tea in school which also can have an impact for parents.</p> <p><i>This continues to thrive and is well attended by our Pupil Premium children</i></p>

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • qualitative data from pupil voice, parent surveys and teacher observations <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

	<ul style="list-style-type: none"> • PP children will be encouraged to join pupil voice groups. • Their attendance will remain high in-line with non-PP children. • Ongoing monitoring and communication with staff. • Pupil voice reports that our children feel safe and happy in school. • Curriculum supports wellbeing, through mindfulness/ meditation session, PSHE and the RE curriculum.
Improved maths and English skills among disadvantaged pupils.	<p>KS1 and KS2 maths and English outcomes show that more than 25% of disadvantaged pupils met the expected standard.</p> <ul style="list-style-type: none"> • Evident from engagement in lessons • Book scrutiny • Ongoing formative assessments • Extra maths and English sessions with 2 teachers funded by catch up fund.
Improved Maths, English and cross curricular skills among our disadvantaged pupil that are on our SEN register	With rigorous planning and assessment using B Squared will show that all pupils make progress in relation to their individual need
Participation with extra-curricular music lessons with outside provider for disadvantaged pupils.	A significant increase in participation in enrichment activities particularly among disadvantaged pupils.
To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning	<ul style="list-style-type: none"> • Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning. • Termly assessment meetings with SLT and interventions identified and planned for. • ELSA support provided. • Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching. • Early academic intervention through speech and language, high quality SEND provision and phonics.

	After school/breakfast provision supports the smooth transition into school as well as nurture provision at lunch time to help with social anxiety/misinterpretations
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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: £ 1593.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Decoding training and strategies	In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call “automaticity”) and are able to generalize their learning in new, untaught situations. Each lesson sequence is extensively field tested to determine the most effective and efficient way to lead students to mastery. https://www.readingrockets.org/topics/curriculum-and-instruction/articles/direct-instruction-direct-reading-intervention-program	2, 3, 5
Education Improvement Service training	The Education Improvement Service is committed to promoting the highest standards of pupil attainment and progress through the development of schools and other educational settings. We are particularly focused on developing high quality, strategic leadership, teaching and learning and on closing the gap for vulnerable groups. Our expert staff offer schools planned and bespoke support packages to address weaknesses through various monitoring, training and advice channels. https://www.nottinghamshire.gov.uk/education/for-schools/training/education-improvement-service	2
ELSA training	https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/ There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications	1,2,3,4,5,6

	<p><u>/SEL/EEF Social and Emotional Learning.pdf</u></p> <p>Parent and pupil voice has suggested the need for these groups to run in school, to settle children in transitional periods and provide space to work on emotional literacy.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support</i>	<p><u>https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/</u></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><u>https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF Social and Emotional Learning.pdf</u></p> <p>Parent and pupil voice has suggested the need for these groups to run in school, to settle children in transitional periods and provide space to work on emotional literacy.</p>	1, 2,3,4,5,6
<i>DI intervention daily</i>	<p>Internal data and data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged.</p> <p><u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u></p>	2,3,5
<i>TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths.</i>	<p>Internal data and data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged.</p> <p><u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u></p>	2, 3, 5

<i>This also includes Direct Instruction Reading programme.</i>		
<i>1:1 reading support for disadvantaged pupils who aren't being supported at home with reading- particular focus on KS1.</i> <i>Daily reading support available for PP children.</i>	Internal data and 2019 SATs results show that for EYFS, KS1 & KS2 pupils there is a gap between those pupils achieving at the expected standard. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,3,5

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

Budgeted cost: £11,253.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing nurture group session before school, and during lunchtimes to help pupils with wellbeing and social skills</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2,4,5,6
<i>Wrap around care subsidy to allow pupils to attend sports, arts and other afterschool activity clubs.</i> <i>Percentage of allocation made from PP funding – topped up by school budget</i>	Pupils who are eligible for PP often do not have access to extra curricular activities. This will allow pupils to have an enriched experience and participate in the arts, sports and well being activities after school. Using pupil premium EEF (educationendowmentfoundation.org.uk)	5,6
<i>Music tuition lessons to those who which to take advantage of the service – group lessons on instrument of choice.</i>	Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory. The results showed that pre-schoolers who had weekly keyboard lessons improved their spatial-temporal skills 34 percent more than the other children. Not only that, but researchers said that the effect lasted long-term. http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1)	5

<p><i>IT Equipment</i></p>	<p>It is important that schools have access to digital devices for all children across school, but particularly for those disadvantaged students, who might not have access to digital devices otherwise.</p> <p>Digital devices can help students can feel more confident in their capabilities and have a greater focus on their education, whether they are in or out of school premises. Devices can also benefit group projects, as students are able to collaborate their ideas and work through email and online document sharing.</p>	<p>3</p>
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Total budgeted cost: £ 40,986.67

Part B: Review of outcomes in the previous academic year

A provision to support PP children’s interventions utilising very experienced HLTA’s and TA to support KS2 in achieving expected standard in RWM. Utilising Direct Instruction for Reading, and Basic Skills Maths intervention.

Ensure all teachers and TA’s have up to date training to meet the needs of their class e.g. phonic training ‘Sounds-Write’.

Utilise Star Assessments from Yr2-Yr6 to assess gaps in learning in reading and maths and pinpoint interventions required to bring children back on-track to where they were pre-lockdown, March 2020. Teacher and TA to provide quality whole class teaching using VIPERS and Spelling Shed and 1 to 1 individualised support/ small group support within the bubble to meet the needs of the children in class.

Pupil Premium pupils access quality first teaching and interventions that were pertinent to their progress and attainment for the first term of the last academic year. As the Lockdowns in January 2021 came into effect the school worked tirelessly to ensure PP pupils were in school, had access to technology and maintained as many interventions as possible. Most PP pupils were offered a place in school under vulnerable pupils. Pupils who did not attend school due to family situations were provided a DfE laptop where required and engaged in live lessons well. Teachers ensured that any pupil will PP and SEND status received intervention.

Teachers and TA access training through the Our lady of Lourdes Catholic Multi Academy Trust, attended moderation for writing and maths to compare and learn from others. Training was also attended for the use of Star Assessments and how to reap full benefit of the data they produce for our pupils.

Teach Like a Champion training has also been provided for Teaching Assistants to support with pedagogy in the classroom and during interventions.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
ELSA	Elsa
NottAlone Mental Health Lead	NottsAlone
Level 2 Counselling	TBC
Direct Instruction Reading Programme	Engelmann
Sounds-Write Phonics Programme	Sounds-Write

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?	Our Service pupil premium is used within the funding above ensuring all service children receive music tuition, wrap around care or targeted support. Additional adult time is used when required, for example, if a parent is away for a period of time.
What was the impact of that spending on service pupil premium eligible pupils?	More pupils engaged with external activities.

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.

Appendix B: Evidencing the impact of the Pupil Premium spending

Approach	Evidence
Arts/Drama/Music Participation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation
Assessment and Feedback	Assessment and Feedback EEF - Teacher Feedback to Improve Pupil Learning Hattie: Develop tools to provide feedback to teachers that shapes learning rather than just measuring. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Diagnostic_Assessment_Tool.pdf (educationendowmentfoundation.org.uk)
Attendance	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance
Behaviour	Improving School Attendance Behaviour interventions EEF (educationendowmentfoundation.org.uk)
Breakfast Club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast
Curriculum Design	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design
Digital Technology	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)
Emotional Health and Well-being	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/guidance/senior-mental-health-lead-training
Enrichment Opportunities	EEF Tiered approach

	https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/
Learning Clubs/ After School Clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity
Mastery Learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning
Maths	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) EEF - Improving Mathematics in the Early Years and Key Stage 1
Mental Model/ Cognitive Load	Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)
NELI	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention
Oral Language Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions
Parental Engagement	What works database (ican.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement
Parental Support to Improve Literacy Phonics	https://www.nfer.ac.uk/media/2064/oupp02.pdf https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/
Reading	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project

Self-regulation

<https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf>

EEF - Metacognition and self-regulation
EEF - Self-regulation strategies

Teaching Assistant Interventions

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

Tuition

One to one tuition | EEF
(educationendowmentfoundation.org.uk)
Small group tuition | Toolkit Strand | Education
Endowment Foundation | EEF

Working Memory

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory>