

# Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mark's Junior School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils (of whole school population)	44 pupils PP – 12.3% 13 Pupils SP – 3.6% 5 Pupil PP+ - 1% 62 TOTAL – 18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Lauren Lambert/ Helen Fielder
Governor / Trustee lead	Jenny Baylis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,070
Recovery premium funding allocation this academic year	£5800
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	£64,860

# Part A: Pupil premium strategy plan

## Statement of intent

Regardless of their means or socio-economic circumstances, we aim to ensure that all pupils at St Mark's have the same opportunity to learn, remember and apply the curriculum. We want to ensure that pupils leave our school with the right foundational knowledge they need to thrive in their next steps. This will include an excellent grounding in reading, writing and mathematics. However, our ambition is to go further, by incorporating a wider set of subjects as well as pupils' personal development and character.

The overarching aims of the plan are to:

1. Close the attainment gap between disadvantaged and other pupils
2. Ensure that all disadvantaged pupils are confident and competent readers by the time they leave the school.
3. To ensure that appropriate and tailored mental health support is provided for those pupils who need it.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. For further details, please see the summary of need in the appendix.

Challenge number	Detail of challenge
1	Reading - PP pupils are not yet making accelerated progress in this area. From internal data, there are still some pupils who could not yet pass their phonic reading test in Year 2. The majority of pupils need further support with comprehension of texts.
2	Maths – specifically based upon gaps – fluency skills etc. Reading and maths progress and attainment scores are below non-PP children in most year groups based on internal data from July 2021
3	Mental Health and Wellbeing - The school saw an unprecedented demand for external agency support last year – 120% higher than the year before. In addition, a higher than average proportion of our pupils who are disadvantaged needed support from the Parents Support Advisor and the ELSA last year, demonstrating the level of addition need amongst our PP pupils.

## Intended outcomes

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

Intended outcome	Success criteria
1 Close the attainment gap between disadvantaged and other pupils	The attainment of disadvantaged pupils in our school will compare favourably or exceed that of others' nationally. This will be evident in the attainment and progress of our disadvantaged pupils by the end of Year 6 and can be viewed through Ofsted's IDSR document available autumn 2021.
2a Ensure that all disadvantaged pupils are confident and competent readers by the time they leave the school.	<p>All pupils, by the end of Year 3, will have a firm grasp of the 44 phonic sounds in order to decode and spell age- appropriate words. This will be measured by internal standardised assessments using the resources and testing papers for KS1 phonics check.</p> <p>The reading attainment of disadvantaged pupils in our school will compare favourably or exceed that of others' nationally. This will be evident in the attainment and progress of our disadvantaged pupils by the end of Year 6 and can be viewed through Ofsted's IDSR document available autumn 2021.</p> <p>A key focus of this will be around their comprehension and inference of a wide range of texts, measured by KS2 SATS scores.</p>
2b Maths – fluency  Arithmetic and application of four basic operations.  KIRFS	<p>Achieve national average progress scores in maths.</p> <p>Evidenced through their learning, pupils will be able to apply the four basic operations to worded problems with increasing confidence and accuracy.</p>
3 To ensure that appropriate and tailored mental health support is provided for those pupils who need it.	Pupils will receive the right support in school and from a range of external agencies when necessary. This will be evident through anonymised case studies and through end-of-case feedback from pupils and parents. The findings of this will be collated and shared with governors for scrutiny during the summer term 2022.

## 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: £ 21,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target 1: Close the attainment gap between disadvantaged and other pupils</p>	<p>a. Curriculum and Development Leads' time is used to ensure that the curriculum is well sequenced and progressive. Learning walks and book scrutinise demonstrate that pupils are building on prior knowledge.</p> <p>b. Ensure that all curriculum plans identify the most important, foundational knowledge required and that staff check that this is learned by disadvantaged pupils. Time will be allocated to staff CPD time to review and monitor this, in conjunction with the infant school.</p> <p>c. Staff will check pupils' knowledge of the key concepts regularly, using this information to fill any gaps or address misconceptions. Staff will be clear that the curriculum is the progression model, not overarching attainment data. Pupil conferencing with the class teacher 1:1 or in small groups will allow greater targeted support.</p> <p>d. Subject leaders will give primacy to the knowledge acquired and remembered by disadvantaged pupils during their monitoring activities. They will address any deficits in consultation with SLT and PP lead.</p> <p>e. Verbal feedback from staff will be targeted and academic based to develop skills and knowledge. The use of Iris Connect will be used to support teachers in reviewing their own practice, along with instructional coaching from the Head of Teaching, Learning and Development.</p> <p><a href="#"><u>Willingham, D. T. (2006). How knowledge helps: It speeds and strengthens reading comprehension, learning-and thinking. American Educator, 30(1), 30.</u></a></p> <p>Article provides a useful steer on the cognitive link to the Matthew Effect: the more you know, the easier it will be for you to learn new things.</p> <p>Knowledge enhances thinking in two ways. First, it helps you solve problems by freeing up space in your working memory. Second, it helps you circumvent thinking by acting as a ready supply of things you've already thought about. This work is cited significantly in the education inspection framework.</p>	<p>1</p>

	<p><b>Didau, D. (2016). The myth of progress. In D. Didau, What if everything you knew about education was wrong? (pp. 145-157). Carmarthen: Crown House</b></p> <p>Progress is, if anything, halting, frustrating and surprising. Learning is better seen as integrative, transformative, and reconstitutive – the linear metaphor in terms of movement from A to B is unhelpful. The learner doesn't go anywhere, but develops a different relationship with what they know.</p> <p>Learning is less like Piaget's 'staircase' and more closely resembles Siegler's 'overlapping waves'. 'a gradual ebbing and flowing of the frequencies of alternative ways of thinking, with new approaches being added and old ones being eliminated as well'</p> <p>Article identifies issues with taxonomies for measuring progress. 'Performance is measurable, but learning can only be inferred from performance: it cannot be observed directly. That is to say, performance is easy to observe whereas learning is not.' Proust 'We soon forget what we have not deeply thought about.'</p> <p><a href="#">Anderson, R. C., &amp; Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. Handbook of reading research, 1, 255-291.</a></p> <p>Describes the history of schema as an abstract knowledge structure identified by Gestalt psychologists; the study of how information is organised through 'mental chemistry.' Discusses two functions of schemata: to assimilate information (organising) and to accommodate new information, thus modifying the schemata. We recall and 'output edit' information we read by linking to what we are already know. To link this to 'attention' or 'interest' is an oversimplification. It links to the schema that are most advanced.</p> <p>William, D. (2018). Feedback: At the heart of—but definitely not all of—formative assessment. In A. A. Lipnevich &amp; J. K. Smith (Eds.), <i>The Cambridge handbook of instructional feedback</i> (pp. 3–28). Cambridge University Press</p> <p>Feedback research is likely to be more effective if it places greater attention on the cognitive processes that are involved in learning (the micro level) and on the social situations within which feedback is given and received (the macro level).</p>	
<p>2a Ensure that all disadvantaged pupils are confident and competent readers by the time they leave the school.</p>	<p>Staff will work with infant colleagues to identify and support any pupils who have gaps in their knowledge of systematic synthetic phonics (SSP). This will involve the use of phonics screening in Year 3, which dedicated 'catch-up' sessions for those who need additional support,</p> <p>Staff will follow the agreed SSP programme to help pupils to develop their automaticity. Staff will not promote other strategies for the teaching of reading. Staff training will be provided and time for the Phonics Lead to work with the infant school and monitor progress in the main school.</p>	<p>2a</p>

	<p>Staff will identify the key vocabulary that pupils need to understand, consider and discuss the knowledge and topics they learn. They will ensure that disadvantaged pupils have a firm grasp of these terms.</p> <p><a href="https://www.readingrockets.org/article/simple-view-reading">https://www.readingrockets.org/article/simple-view-reading</a></p> <p>The Simple View formula makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong. Intervention for struggling readers is effective only when it addresses the student's specific weakness, which may be decoding, language comprehension, or both. Decoding and language comprehension skills are separable for both assessment and teaching, although both are required to achieve reading comprehension.</p> <p>'Teaching pupils to decode by giving primacy to syntactic (pictures) and semantic (sense checking) cues over graphemic-phonemic cues is equivalent to teaching them to read the way weak readers read.' Presley (2006)</p> <p>ICAN: Speech, Language, Communication Needs and Literacy Difficulties <a href="https://ican.org.uk/media/1591/1_communication_disability_and_literacy_difficulties.pdf">https://ican.org.uk/media/1591/1_communication_disability_and_literacy_difficulties.pdf</a></p>	
<p>2b Enhanced teaching of arithmetic and application of four basic operations.</p> <p>Maths Leader to raise the profile of KIRFS in all maths lessons – considering distributed practice as a key component of this.</p>	<p>Maths leader training for staff on KIRFS and monitoring of implementation and effectiveness.</p> <p>EEF – Maths Review: Section 3</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</a></p> <p>Distributed Practice: John Hattie (Visible Learning) <a href="https://eclass.edc.uoc.gr/modules/document/file.php/PTDEU108/Visible%20Learning_A%20synthesis%20or%20over%20800%20Meta-analyses%20Relating%20to%20Achievement_Hattie%20J%202009%20...pdf">https://eclass.edc.uoc.gr/modules/document/file.php/PTDEU108/Visible%20Learning_A%20synthesis%20or%20over%20800%20Meta-analyses%20Relating%20to%20Achievement_Hattie%20J%202009%20...pdf</a></p> <p>Gerbier and Toppino: The effect of distributed practice: Neuroscience, cognition and education. <a href="https://www.sciencedirect.com/science/article/abs/pii/S2211949315000022">https://www.sciencedirect.com/science/article/abs/pii/S2211949315000022</a></p> <p>Education ideally should induce learning that lasts for years and more. A wealth of research indicates that, to achieve long-lasting retention, information must be practiced and/or tested repeatedly, with repeated practice well distributed over time. Distributed practice and testing appear to be powerful learning tools.</p>	<p>2b</p>

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

Budgeted cost: £19,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of approved phonics programme in Year 3.	<p>Phonics taught discreetly every week in Year 3. Staff to have training on new model and Phonics lead to monitor the impact of this.</p> <p>EEF – Teacher Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
Small group and 1:1 tutoring and/ or pupil conferencing with their teacher.	<p>Employment of staff member for x mornings per week.</p> <p>EEF – Feedback  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>EEF – Mastery Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1 and 2
Access to a wide range of high-quality texts to promote the development and enjoyment of reading.	<p>Year Teams to choose high quality texts to base the curriculum learning upon. This will also include the provision of each PP child having their own copy of the text to keep.</p> <p>Investment in Dyslexia Friendly books, shared book boxes.</p> <p>Opportunities for children to read with parents in school once COVIS restrictions allow more visitors in school.</p> <p>Quigley, C – Closing the Reading Gap</p> <p>DfE: Reading: The next steps  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/409409/Reading_the_next_steps.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/409409/Reading_the_next_steps.pdf</a></p>	1 and 2
Focused reading support (focusing on fluency and comprehension) for those who are making less than average progress through Daily Reading programme.	<p>TA support in class for 20 mins every morning to ensure that all PP children are heard read frequently.</p> <p>EEF – Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1

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

Budgeted cost: £23560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of new electronic system for monitoring and tracking behaviour (Arbor) to ensure that specific groups or individuals are provided the right support to improve behaviour outcomes at school.</p>	<p>Behaviour Lead to monitor behaviour each week and implement changes from foundational data.</p> <p>Inclusion Lead to monitor attendance and report to the Inclusion Team weekly, with follow up actions as per the attendance policy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>For pupils with more challenging behaviour, approaches should be tailored to individual needs. Clear identification is essential to this.</p>	<p>3</p>
<p>To ensure that appropriate and tailored mental health support is provided for those pupils who need it.</p>	<p>Pupils and families can be referred to external agencies for support.</p> <p>To ensure that parents have the opportunity to discuss their concerns with a trained professional and to be signposted to a range of services. The role of the Family Support Advisor is key to this.</p> <p>Thrive Training undertaken by PSA to implement strategies with parents.</p> <p>Ensure pupils have access to early help from a school-based ELSA and that outcomes are evidence based.</p> <p>Increase ELSA through additional ELSA hours to support so that more children can have regular ELSA sessions.</p> <p>Parents will have the opportunity to discuss their concerns with the Family Support Advisor.</p> <p>Thrive Training undertaken by FSA to implement strategies with parents.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf</a></p> <p>Thematic analysis of qualitative interviews identified that a positive impact of the ELSA intervention was consistently</p>	

perceived by both the ELSAs and children, and several factors contributing to its success were reported.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730127/School\\_inspection\\_handbook\\_section\\_5\\_270718.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf)

Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority the referral was made (and the thoroughness of the follow-up), pupils who have special educational needs and/or disabilities, children looked after, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

[https://www.researchgate.net/publication/289252904\\_Parent\\_Support\\_Advisors\\_A\\_key\\_link\\_in\\_integrated\\_Child\\_and\\_Family\\_Services](https://www.researchgate.net/publication/289252904_Parent_Support_Advisors_A_key_link_in_integrated_Child_and_Family_Services)

Asmussen (2009) found that direct forms of family support are effective in securing greater engagement with schools but only if certain conditions are in place. To be most effective, parenting support programmes need to be appropriate for the group they are intended to support; they need to be able to offer support for early prevention services and to assist children in need of protection

<https://researchbriefings.files.parliament.uk/documents/POST-PN-0653/POST-PN-0653.pdf>

Primary school aged children (4-10 year-olds) were more likely than secondary school aged children (11-16 year-olds) to have persistently poorer or worsening behavioural and concentration symptoms.

Children from families earning less than £16,000 annually were more likely than their peers to have persistently poorer mental health symptoms assessed during the first lockdown.

<https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing/>

Recommended strategies include:

**Make space and time to talk**

Create an open environment where children and young people can talk about how they feel without judgement.

Make time to check in with the children and young people that staff work with. Talk about how they are feeling, in large or small groups or on a one-to-one basis as appropriate.

	<p>Integrate discussions about mental health and wellbeing into the curriculum.</p> <p>Give children and young people space to talk about what is happening globally, nationally or locally – such as climate change, the coronavirus (COVID-19) pandemic, terrorism, crime or a bereavement.</p> <p>In addition, <b>exercise, online wellbeing</b> and teaching about <b>healthy relationships</b> are all important strategies to supporting pupils with low level mental health issues.</p>	
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**Total budgeted cost: £64,748**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 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.*

<b>PP Attainment 2020- 2021 % EXP+</b>				
	Reading	Writing	Maths	Combined
Year 3	47	33	33	
Year 4	53	57	46	
Year 5	68	68	56	
Year 6	76	84	92	
Overall	60*	52*	38*	
National	73	78	79	51% * PP only

<b>PP Progress 2020-2021</b>				
	Reading	Writing	Maths	
Year 3	-0.42	-0.13	-0.14	
Year 4	-0.53	-0.38	-0.08	
Year 5	-0.25	0.06	-0.25	
Year 6	0.15	0.07	0.07	
Overall	-0.28	-0.09	-0.1	

<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>		<i>To raise attainment of PP pupils across the school</i>		
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>		To reintegrate PP children into school to ensure they benefit fully from the Recovery Curriculum		
AREA OF SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Release time to	MTC	Termly meetings between DL Lead and	To raise attainment in R,W and M termly	Unable to facilitate during COVID 19

analyse PP data and provide feedback to teachers		<b>teachers to discuss progress, attainment and any barriers to learning that we could tackle.</b>		due to staffing bubbles. Book looks moderated in SLT – fed back to class teachers for monitoring.
Release time to write, review and evaluate PP plans.	<b>Teachers</b>	<b>Through use of student teachers and cover staff – teachers will be released to complete their PP plans</b>	<b>To ensure QFT is accurate, timely and specific to the children who PP and need further support to meet the objective</b>	PP plans = increase in parental engagement through meetings to discuss the plans. Aspirations of pupils and families were raised. These were effective for those who attended school throughout lockdown, but harder to provide
<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>		<b><i>% PP Reading ARE for all year groups to be in line or exceed KS1 – measured termly using tracking tool and data drops</i></b>		
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>		<b>To develop whole class reading strategies</b>		
<b>AREA OF SPEND</b>	<b>RESPONSIBILITY</b>	<b>DESCRIPTION OF ACTIONS</b>	<b>INTENDED OUTCOMES &amp; EVIDENCE</b>	<b>IMPACT</b>
Effective Quality First Teaching, using a range of strategies to support and challenge all learners	<b>LA</b>	<b>Whole school CPD and focus on teaching and learning. (Reading and phonics – school directives)  Effective deployment of TAs to support learners</b>	<b>To continue the school’s journey to become a reading school</b>	Year 6 data was favourable and above national outcomes.  Some application of this to other year groups.  Increase in fluency due to phonics programme in Year 3, but now focus is on comprehension.
Continue to	<b>LA</b>		<b>To continue the school’s journey to</b>	Trial of new dyslexia friendly

<p>develop the class book boxes with new engaging titles</p>			<p><b>become a reading school</b></p> <p><b>To instil a love of reading in all pupils</b></p> <p><b>To provide PP pupils with access to a range of quality texts they may not have exposure of</b></p>	<p>books was very positive with children and therefore this will be scaled up in 2021.</p> <p>Santisation of books and limiting cross contamination meant that it was more challenging to change books as frequently as hoped. Focus was redirected to having daily reading with adults in school.</p>
<p>Staff training around the teaching of reading with a focus on more discrete teaching of skills</p>	<p><b>LA and YLs</b></p>	<p><b>Whole school CPD and focus on teaching and learning of reading skills.</b></p> <p><b>Clear plan for progression in the current academic year</b></p>	<p><b>To instil a love of reading in all pupils</b></p> <p><b>To provide PP pupils with access to a range of quality texts they may not have exposure of</b></p> <p><b>For all PP pupils fluency, accuracy, comprehension and reading ages to improve</b></p>	<p>New structure of Guided Reading implemented in class. Wider range of genre covered. Vocabulary teaching impacted on writing attainment in many year groups. Pupil voice was positive around this new structure. The explicit teaching of VIPER strategies has led to greater confidence and enjoyment of guided reading.</p>

## 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:

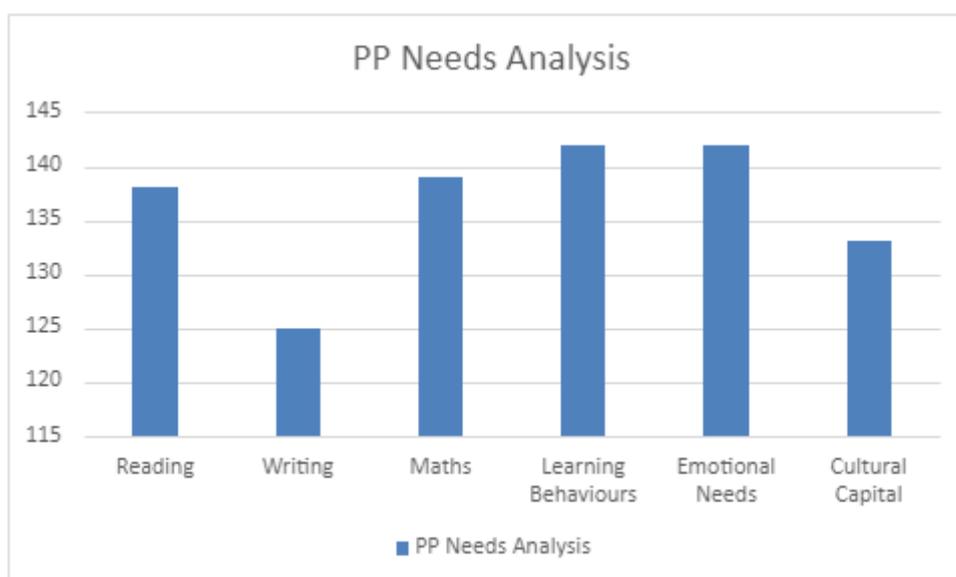
Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Pupil Premium Summary of Need Sept 2021 – Sept 2022

To analyse the areas of need strategically, the school used information from a range of sources:

1. **Parents Survey** – all parents with children who are eligible for PP were asked to take part in a survey to establish the main areas of need. Out of 64 families, there were 5 responses. These identified that amongst these pupils the main areas of need were:
  - Emotional Support and Self-regulation strategies – issues around friendship, self-esteem and emotional stability could dominate how pupil's coped:
  - Learning behaviours – especially around resilience in learning: parents felt that their child needed encouragement and positivity in order to learn effectively.
  - All parents commented that their child enjoys school.
  - With regard to how they felt the school could use the PP funding effectively, the results were diverse: these ranged from higher levels of emotional support including teaching pupils about mindfulness and calming strategies, additional support for English and Maths, and more creative opportunities focusing on life skills.
2. **Teacher survey** - The PP lead surveyed teachers of the October 2021 cohort to establish their views. The results can be seen below:



The scoring system was based on a 5 point score per child to establish the level of need across the school. The total amount of points possible per category was 315. From this the results were as below (highest to lowest need)

1. Learning Behaviours and Emotional Needs
2. Maths
3. Reading

4. Cultural Capital (life and cultural experiences)
  5. Writing
- 
3. **Academic Data:** Last year's internal data was used to establish needs and levels of progress (see page 15). From this, Reading and Maths were clearly an area for development amongst PP pupils.
  4. **Pastoral Support Data:** Out of all our PP families and children across the school in the past 12 months 55% of children had accessed ELSA support and 70% of PP parents had accessed support from our Parent Support Advisor. This support is valuable to the community to find strategies and support, especially when many services have been restricted due to COVID.
  5. **Attendance Data;** For the year 2020 – 2021 attendance was 90.4% for PP children compared to 96.3% for Non-PP children. Closing the gap in this area is also a consideration for the school.