

PUPIL PREMIUM STRATEGY STATEMENT

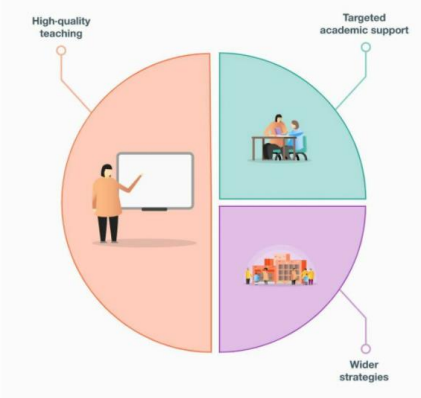
This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Mary's RC Primary School
Number of pupils in school	R- Y6:306 N- Y6:348
Proportion (%) of pupil premium eligible pupils	PP: 26 % (90 Pupils) LAC: 0.5% (2 Pupils) SPP: 0.5% (2 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Mylene McGuire :Executive Head Teacher
Pupil Premium Lead	Joanne O'Mullane: DHT Head of School
Governor / Trustee lead	Rebecca Kennedy: Chair Of Governors

Funding overview

Detail		Amount
Pupil premium funding allocation this academic year (94 pupils) 90 x £1345= £121,050 2 x £310 = £620 2 x £2345 =£4690		£126,360
Recovery premium funding allocation this academic year 94 x £145 = £13,630		£13,630
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		£139,990
Distribution of spending 2021/2022  https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	High Quality Teaching	£69,995
	Targeted Academic Support	£34,997.50
	Wider Strategies	£34,997.50

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. Our strategy works towards a three tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**.

Pupils at St Mary's RC Primary School, will make targeted progress in reading, writing a maths based on their individual starting points, through quality first teaching and targeted support.

We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs.

We will provide pastoral support for pupils and parents/carers, identified by school as vulnerable or in need.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of PP pupils across school.
2	PP Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	PP Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry, therefore meaning of the world and vocabulary acquisition is limited.
4	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
5	Attendance is a barrier to learning for some pupil premium students- a small number of parents/carers carry low aspirations for their children and are less motivated to ensure that their children have their educational entitlement.

Intended outcomes : This explains the outcomes we are aiming for by the end of our current strategy plan (July 2024), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved reading, writing and maths attainment among disadvantaged pupils. School Development Plan: Quality of Education	• Appropriate academic support in place. • Accelerated progress from individual starting points and gaps diminished between PP and Non PP pupils, in particular maths. • X2 Additional Teacher employed in order to accelerate progress. • Spelling Shed, Reading Eggs, Maths Seeds embedded to support Home Learning • Intervention Provision Plan identifying interventions for pupils working below ARE. • Systematic Synthetic Phonics embedded and literacy levels improved by high quality phonics teaching.
2. Improved quality of teaching and learning through developing staff understanding of metacognition and memory recall. (staff development) School Development Plan: Quality of Education	Lesson observations, book monitoring shows evidence of sustained, deliberate practice to support memory recall.
3. To develop the Oracy skills of disadvantaged pupils to diminish the difference. School Development Plan: Quality of Education	• Elkan SALT intervention and appropriate support in place across the school. • The Nuffield Early Language Intervention (NELI) programme for children in Reception (4-5 years) to be embedded and assessments evidence that children's language and early literacy skills to be improved. • Speech and Language Therapist deployed appropriately and impacting positively on pupils outcomes. • Language rich curriculum in place across the school. • Ongoing CPD to support specific teaching of vocabulary. • A cultural capital rich curriculum embedded which includes a graduated response to life experiences.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils School Development Plan: Behaviour and Attitudes	• Zones of Regulation embedded across the whole school and impacting positively on pupil outcomes. • Pastoral support Team in place rigorously monitoring emotional well being of pupils, signposting to external support and matching our provision to need through well being interventions. • Well Being curriculum in place. • Messy Play embedded within EYFS and KS1. • EHA Support
5. Gap between the percentage of attendance for PP and Non PP children to be closed /narrowed School Development Plan: Personal development	• An Attendance Team in place to rigorously monitor attendance/punctuality. • Attendance lead to also lead Early Help Assessments. • A 'red flag' list will be used by the Pastoral Team for children who have historic attendance concerns and family support workers will complete home visits. • Extremely poor attendance (below 90%) will continue to be challenged with communication (in the form of a letter initially) from the Head Teacher. • Penalty warning letters and attendance fines are issued as appropriate. • Attendance incorporated into EHAs as appropriate. • Parental Engagement opportunities, lead by our Parent Liason lead, to ensure engagement of our vulnerable families engagement in learning and improved attendance.

2021/2022: TOTAL BUDGET: £139,990

Details of intended spend of our Pupil Premium and Recovery Premium 2021/2022

2021/2022 High Quality Teaching Budget : £69,995		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme: Little Wandle to secure stronger phonics teaching for all pupils.	High Impact: Phonics Toolkit Strand Education Endowment Foundation EEF School Development Plan: Quality of Education	1
Numeracy intervention (KS2) supported by Sandwell assessment and delivered by trained practitioner.	1stClass@Number EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2
Online resources to support QFT and home learning: Spelling Shed, Reading Eggs, Maths Seeds	High Impact: Homework EEF(educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1
Ongoing CPD to support QFT development of metacognition strategies and collaborative learning approaches.	High Impact: Collaborative learning approaches EEF(educationendowmentfoundation.org.uk) Very High Impact: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2
Introduce and implement NELI to EYFS to support and develop oracy skills	Very High Impact: Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) Very High Impact: Oral language interventions EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,3
Additional teacher coaching staff within KS1 and LKS2 to support the development of using purposeful, curriculum focused, dialogue and interaction to develop oral language and to develop reading comprehension. 2 days per week.,	Very High Impact: Oral language interventions EEF (educationendowmentfoundation.org.uk) Very High Impact: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional specialist teacher to deliver SEMH Curriculum:Relax kids	Emotion Coaching P14 SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) School Development Plan: Quality of Education	1, 4

X2 Forest School Practitioners teaching a Forest school curriculum supporting enrichment and SEMH curriculum enrichment across the school.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Forest Schools: impact on young children in England and Wales - Forest Research School Development Plan: Quality of Education	1,4
Specialist music tuition: 1 x teachers specialising in different instruments: Purchase of instruments and funding music lessons for disadvantaged pupils.	Arts participation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1.4

2021/2022 Targeted Academic Support: Budget: £34,997.50		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language Therapist 1 day a week Supporting: 1.Oral language development in EYFS through targeted SALT Groups Interventions: Talk Boost and Little Magic Train 2.One to one interventions and group interventions to support comprehensions and vocabulary development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional FT Learning Support Assistant trained to deliver Phonics interventions in line with the SPP programme Little Wandle.	Phonics EEF High Impact (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
X2 Specialist Leader Teachers delivering small group and 1:1 tuition within KS1 and KS2 (Total 4 days)	Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional FT Learning Support Assistant trained to deliver targeted 1:1 Literacy intervention (Switch On Literacy) across KS2.	One to one tuition EEF (educationendowmentfoundation.org.uk) Switch-on Reading EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Homework club; 3 evenings per week: 3 x LSA's. Pupils have time to complete homework tasks if unable to at home. Clubs also provides access to ICT facilitate	Homework EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3,4,5

learning. Club ensures that collection from school is not a barrier to parents' ability to find work.		
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2021/2022 Wider Strategies: £34,997.50		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction and implementation of The Zones of Regulation. (Pilot 2021/2022) Includes CPD and purchasing of resources.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Very High Impact: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
CPD Attendance Team, including safeguarding L3 Training	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	5
Parental Engagement Coordinator to develop and strengthen our parent Forum, supporting engagement in learning and improved attendance.	Parental engagement EEF (educationendowmentfoundation.org.uk) School Development Plan: Personal Development	1,2,3,4,5
X1 day a week Pastoral support by specialist LSA for pupils across the school. Targeted 1:1 and group interventions based on trauma informed approaches. Helps build pupils social and emotional development and improves the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. Additional support for Post LAC and Services children. Intervention to support anxiety based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
Play Therapist: Specialist support to help children process emotions based on trauma informed approaches.. Supports self regulation. Develops independent thinking, improves social skills, respect for others and stronger relationships with family members. Provided personalised support for parents of LAC pupils Intervention to support anxiety based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Benefits - PTI - Play Therapy International School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5

Biweekly half a day CPD to develop and embed Messy Play within KS1 and EYFS. Based on trauma informed approaches. Intervention to support anxiety based school avoidance.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5,

Part B: Review of outcomes in the previous academic year

PUPIL PREMIUM IMPACT REPORT 2020/2021

Area of spend	Focus	Total allocation
Reading Recovery Teacher	Outcomes of pupils. Teaching and Learning: Reading, writing, communication	£28,000
Catch Up Literacy Intervention.	Outcomes of pupils. Teaching and Learning: Reading, writing, communication	£18,000
Sustaining TA support in classes	Outcomes of pupils Teaching and Learning - English and Maths	£90, 000
Homework club 3 evenings per	Outcomes of pupils Teaching and Learning - English and Maths Personal Development, Behaviour and Welfare	£5000
Additional Teachers working across the whole school x2	Outcomes of pupils Teaching and Learning - English and Maths	£63,000
Additional TA3 Y5	Outcomes of pupils Teaching and Learning - English and Maths	£18,000
Emotional Literacy Support	Personal development, Behaviour and Welfare	£8000
Play Therapay	Personal development, Behaviour and Welfare	£8000
Rainbows	Personal development, Behaviour and Welfare	£1400
Easter School 2021	Personal development, Behaviour and Welfare	£5000

	Teaching and Learning	
Summer School 2021	Personal development, Behaviour and Welfare Teaching and Learning	£10,000
1:1 Tuition (including gifted and talented) 2 days a week. Qualified Teacher	Personal development, Behaviour and Welfare Teaching and Learning	£17,223
Staff Training ECAR/RR Continuing Contact/Cover	Teaching and Learning	£5000
Music Tuition	Personal development, Behaviour and Welfare Teaching and Learning	£1112
Forest School	Personal development, Behaviour and Welfare Teaching and Learning	£5000
Total PPG received		£108,240
Total expenditure		£292,235
PPG remaining		-£183,995

Area of spend	Intended Outcomes	Actions	Impact : Restricted School Opening Jan 2021- March 2021
Catch Up Reading Intervention	- Accelerate progress and diminish the difference between PP pupils and others in reading - Improved competency with reading skills - Improved fluency - Increased confidence	Targeted children to receive 20 mins catch Up Literacy at least 3 times a week. Children assessed at entry and exit points of programme to monitor progress.	All pupils made accelerated progress with pupils on average increasing their reading age by 9 months. Intervention impacted by restricted opening, bubble closures and staff self isolation Remote learning personalised for those children who were unable to attend during restricted school opening. Scaffolding packs sent home which included visuals, writing frame works based on colourful semantics.

Area of spend	Intended Outcomes	Actions																													
Reading Recovery teacher X 5 morning a weeks	Accelerate progress and diminish the difference between PP pupils and others in reading Improved competency with reading skills Improved fluency Increased confidence	Targeted children to complete the 20 week intensive intervention Assessments both prior to starting and also on completion to monitor progress	CPD has been provided for TAs to deliver Reading Recovery approach interventions enabling individual children to be targeted in EYFS and Year 1. Due to the school closure identified children from the current Y1 cohort were mid programme. Pupils were making accelerated progress and within 10 weeks has made 9 months progress. The Reading recovery Programme continued for Y2 pupils whose intervention programme was disrupted due to school closure March 2020. 2019/20. Programme further impacted by January – March restricted opening.																												
Area of spend	Intended Outcomes	Actions																													
TA support in classes through the following interventions; Talk Boost Letters and sounds additional phonics. 5 Minute Box Literacy. 5 minute box numeracy Additional Guided Reading Fine motor skills Gross motor skills Social skills Turntaking groups	1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, hand-writing) Support within lessons to improve understanding of learning in reading, writing and maths Consolidation of learning completed in classes – time for practise and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress	Interventions reviewed and monitored review and adjusted as needed. Clear communication between teachers and LSA's – expectations within lessons LSA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning	Interventions are well matched to the needs of individual pupils. Effective deployment of support staff has impacted on the accelerated progress for PP particularly in Reading and writing where the DA gap has diminished in Reading and is diminishing in Writing. PP and Non PP are achieving broadly in line. See table below. <table><tr><th colspan="7">All PP Pupils Attaining Expected or better %</th></tr><tr><th>End 2020/2021</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th></th><th>ALL PP</th><th>Not PP</th><th>PP</th><th>Not PP</th><th>PP</th><th>Not PP</th></tr><tr><th>%</th><td>60</td><td>66</td><td>50</td><td>59</td><td>55</td><td>72</td></tr></table>	All PP Pupils Attaining Expected or better %							End 2020/2021	Reading		Writing		Maths			ALL PP	Not PP	PP	Not PP	PP	Not PP	%	60	66	50	59	55	72
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Emotional Literacy Support 1 day a week.	To provide dedicated time and support (1:1 and group) to help build pupils social and emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Additional support for Post LAC and Services children.	Emotional Literacy audit in place at end of Year 2 Regular opportunities for Emotional Support Worker to feedback to pastoral manger and class teachers.	Increased number of children and families being supported much earlier Early intervention for social and emotional needs have ensured that some of our children’s problems have been reduced and prevented Increased representation at safeguarding meetings Teachers now are able to more easily identify children who may need this support and directing families and making referrals for children. CPD on Trauma awareness has support early identification.																																																																						
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Play Therapy	The ability to process emotions that they may not be able to express in other ways. A decrease in undesirable behaviours and an increased capacity regulate their own behaviour. Development of independence and creative thinking. Improvement of social skills and the ability to respect others. Stronger relationships with family members.	Audit and identify pupils for support. Regular opportunities for Play therapist to feedback to pastoral manger, class teachers and parents.	Therapeutic intervention in place or our most vulnerable children. Play Therapy continued during restricted school opening for vulnerable pupils both face to face and virtually Play therapist support families remotely during the years providing regular welfare calls and zoom sessions for parents and children.																																										
Area of spend	Intended Outcomes	Actions																																											
X3 teachers Y5 X1 Additional Teacher KS1 X1 HLTA Additional KS1	Increased rigour of Quality First Teaching of all pupils, including vulnerable groups.	Maths intervention daily focusing on key skills Guided Reading Intervention daily SPAG Intervention daily Pre teach and consolidation sessions for vulnerable learners. Key skills booster sessions daily. Additional Phonics sessions.	All: DA gap diminished between PP and Non PP in R and diminishing in W with pupils achieving broadly in line with Non PP pupils. KS1: Gap for DA has diminished in Reading. KS1 PP out performing non PP. Y2: PP DA gap diminished between Non PP in Reading and Writing. <table><tr><td>End 2020/2021</td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Maths</td></tr><tr><td></td><td>PP</td><td>Not PP</td><td>PP</td><td>Not PP</td><td>PP</td><td>Not PP</td></tr><tr><td>Y1</td><td>63</td><td>59</td><td>55</td><td>72</td><td>54</td><td>88</td></tr><tr><td>Y2</td><td>53</td><td>46</td><td>59</td><td>58</td><td>53</td><td>61</td></tr><tr><td>Y5</td><td>57</td><td>63</td><td>54</td><td>57</td><td>57</td><td>75</td></tr><tr><td>All</td><td>60</td><td>66</td><td>50</td><td>59</td><td>55</td><td>72</td></tr></table>	End 2020/2021	Reading		Writing		Maths			PP	Not PP	PP	Not PP	PP	Not PP	Y1	63	59	55	72	54	88	Y2	53	46	59	58	53	61	Y5	57	63	54	57	57	75	All	60	66	50	59	55	72
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Area of spend	Intended Outcomes	Actions																																											
Homework club 3 evenings per week	Pupils have time to complete homework tasks if unable to do at home Ensure that collection from school is not a barrier to parents’ ability to find work	Inform parents of PP pupils that after school is available at no cost (encourage pupils to attend)	Supportive environment for children who struggle with their homework PP targeted support, working in small groups, given personalised learning																																										

3 x TAs		Liaise with class teachers so TAs aware of homework that requires completion – if appropriate Purchase range of games/activities to support Support in completion of tasks set and preparation for teaching/consolidation of learning	PP children are more able to hand in their work on time and complete it to a good standard Essential learning habits have been established, further promoting a good attitude to learning Internet access for independent online learning
Area of spend	Intended Outcomes	Actions	
Easter 2020	Pupils have an enriched experience during the holiday. Pupils have an opportunity to revisit key skills Increase confidence in learning after returning to school after a mid-term break.	Timetable tutors to support learning sessions. Timetable sports coaches to support multisport sessions.	Impacted by school closure.
Area of spend	Intended Outcomes	Actions	
1:1 Tuition (including gifted and talented)	Key skills and concepts developed and embedded through 1:1 private tuition. Opportunity for 1:1 personalised learning Pre-teach and consolidation of key skills and concepts.	Additional teaching Tutor timetabled to support after school. Pupils needing personalised support in learning identified. Tutors to liaise with teachers so that assessments can inform teaching and learning.	Families are supported by school with applications should bursary be required for an independent school. This was impacted by school closure. School home learning phone line manned by a member of SLT to provide specific instruction and support as identified through welfare calls and class teacher communication with pupils.
Area of spend	Intended Outcomes	Actions	
Forest School	Improved social emotional wellbeing and behaviour. Improved social skills Outdoor learning opportunity Enriched learning opportunity to develop new skills for life that can be taken into adulthood and enhance their own parenting as adults.	Identify pupils through emotional literacy audit. Timetable forest school sessions. Review sessions with pastoral manager. Additional sessions for individual pupils if required.	Forest was an integral part of our restricted opening provision for our vulnerable pupils during 2021 national lockdown. Providing a space or emotional wellbeing and language development. Noticeable improvement in emotional wellbeing evidenced by emotional literacy audit. Team building skills enhanced. Language skills and confidence in communication developed. Bushcraft skills developed Pupils have sense of pride and achievement in their new found skills. Confidence increased. Outdoor experience that children wouldn't usually have.
Area of spend	Intended Outcomes	Actions	

Specialist music tuition 1 x teachers specialising in different instruments Purchase of instruments	Social skills are developed through participation in lessons with a wide range of instruments provided by the school Pupils enjoy the experience of playing in school and are keen to stay later for band practice Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence Enrol specific children in external competitions to develop confidence and self-worth outside of school also. Pupils are fully supported by learning resources being made available to them	Audit and purchase of new instruments Arrange for pupils to perform to other children, parents & the local community Compete & engage in music festivals and competitions nationwide	PP children in Years 2-6 have learnt a musical instrument Increased numbers in joining the Ceili band Success in external competitions which has boosted confidence in PP children Life experiences that children wouldn't usually have had Subsequent positive impact on all areas of learning Integral part of curriculum as part of remote learning during restricted school opening.
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Externally provided programmes

Non-DfE programmes purchased 2021/2022

Programme	Provider
Catch Up Literacy	Catch Up Literacy - Catch Up
Reading Recovery	https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery
Messy Play	Messy Play Matters
Play Therapy	Mary Metcalfe Therapy
Forest School	Jane Sabire Associates
Relax Kids	Home - Relax Kids - Official Website

Service pupil premium funding

Measure	Details		
How did you spend your service pupil premium allocation last academic year?	2020/2021: Catch Up Literacy: Daily 1:1 Literacy Intervention x1 pupil		
What was the impact of that spending on service pupil premium eligible pupils?		End 2020	End 2021
	Reading	OL	WT
	Writing	OL	WT

