

DRAFT Pupil premium strategy statement – Cleves School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24, 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Mrs Karen Lintin
Governor / Trustee lead	Dr S Trinder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,025
Recovery premium funding allocation this academic year	£9,715
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£99,735

Part A: Pupil premium strategy plan

Statement of intent

The intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. We want our pupils to develop into well rounded individuals and to demonstrate our values: respect, high aspirations, kindness, perseverance and inclusiveness.

We intend for PPG pupils to achieve least as highly as their non PPG counterparts in reading, writing and maths. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and a range of meaningful experiences. They will represent the school in sport, competing as part of a team. They will play a musical instrument and perform in front of others. All PPG pupils will fully participate in school life and be active valuable members of our community. They will have aspirations similar to or above those of their peers. Their pupil premium profile, quality first teaching and the 'Cleves Guarantee' will play a fundamental role towards their success.

Challenges

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

Challenge number	Detail of challenge
1	Although the pupil premium and recovery premium funding has been targeted at the disadvantaged children who were negatively impacted upon due to the pandemic, some children have not quite caught up yet. We intend to use a proportion of our funding to support these children and we are aiming for disadvantaged children to be at least working at age-related expectations in reading, writing and maths.
2	Multiple barriers to learning: Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need as well as emotional needs and behavioural difficulties. This negatively impacts their development as readers, writers and mathematicians.
3	There are a small number of PPG pupils who have not made the same amount of progress as their peers in maths. A particular focus will be on the current Year 6 children to ensure that all children in the group are making at least expected progress.

4	Through discussions (conferencing sessions with class teachers) and well being surveys (see PASS survey data), we have found that a number of our PPG pupils have a less positive view of themselves, their ability, the school and their teachers.
5	Through discussions with parents and pupils, it has been found that some PPG pupils are disadvantaged by not having adequate access to IT hardware and the internet. This impacts on opportunities to complete home learning at home. It also means that their IT skills are less developed than their peers.
6	Attendance rates for a small number of PPG pupils are lower than the non-disadvantaged average (the average Pupil Premium annual average being 90.4% for the 21/22 academic year). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress due to lost learning time.
7	The parents and carers of a small number of PPG children can struggle to engage with some school day activities (e.g. supporting in school or on trips and joining curriculum workshops or parenting forums). Likewise, these parents and carers often find it difficult to contribute towards the cost of trips, special events and residential. This can negatively impact the emotional and social development of these children.
8	A small number of PPG children do not have breakfast or a break time snack resulting in hunger and a potential lack of focus in their lessons. Holiday periods without access to free school meals may increase financial stresses on families. These children also do not have the same opportunities during school holiday time and do not have the same access to activities and clubs. This can negatively impact the academic, emotional and social development of these children.

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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths.
To ensure that disadvantaged pupils with additional barriers to learning have individual needs addressed so that they make at least expected progress from starting points in reading, writing and maths.	Those that have a SEND need will make more than expected progress from their individual starting points. The progress and attainment as well as the well-being and emotional/behav-

	<p>Journal needs of these pupils will be discussed half termly with key actions recorded and shared.</p> <p>Pupil Premium profiles will be updated at least termly as a result of pupil conferencing and pupil progress meetings</p> <p>The books of Pupil Premium children will be marked first to ensure high quality feedback is given. Conferencing and verbal feedback will be given regularly.</p> <p>Learning targets will be set at least termly</p>
Pupils are confident in what they can achieve, they like school and have an excellent attitude to their learning.	<p>Detailed analysis of PASS data demonstrates improved attitudes</p> <p>Individual mentor for identified disadvantaged pupils</p>
All pupils have equal access to IT and online learning resources.	All PPG and other identified pupils on entry will be offered a Chromebook to use at home during their time at Cleves.
To reduce the effect of the local socioeconomic gaps.	<p>Outcomes and opportunities for disadvantaged pupils will be equal if not greater to their peers through the Cleves Guarantee.</p> <p>All PPG pupils will</p> <ul style="list-style-type: none"> • Represent the school in sport • Play a musical instrument • Have the opportunity to attend trips and residential visits • Attend after school, extra curricular and if appropriate a holiday club.
For all disadvantaged pupils to attend school regularly and on time; ensuring they have a nutritional breakfast, break time snack and lunch each day.	<p>There will be a consistently close focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Attendance and punctuality of targeted pupils will improve to be in line with all pupils. • Persistent absence will reduce

	<ul style="list-style-type: none"> Disadvantaged pupils have an appropriate nutritional diet. (breakfast club and GAP club considered)
The emotional, behavioural and health needs of all disadvantaged pupils are met fully.	<p>PASS data will demonstrate improved attitudes and self-worth</p> <p>Well being pyramid applied and considered for each child.</p> <p>Additional support provided could include</p> <ul style="list-style-type: none"> Nurture group Counselling Mentoring Outside specialist support

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retrieval practice (maths)	Retention of info for later learning EEF Report - Cognitive science approaches in the classroom	1, 2, 3
Whole Class Guided Reading	Comprehension, EEF T&L toolkit EEF whole class reading	1, 2
Phonics/Spelling: SoundsWrite training for those staff new to lower school.	The Rose report DFE reading framework	1, 2

Literacy subject leader to evaluate effectiveness of teaching, to plan appropriate remedial actions, monitor impact. (see Literacy action plan for more details)	Reading from key topical professionals such as Christopher Such and Lindsey Pickton Phonics toolkit EEF DfE accredited phonics programmes Phonics strategies, EEF T&L toolkit Ofsted documentation	
Writing: develop teacher pedagogy through action research, focused in raising attainment in writing	EEF T& L toolkit , teacher subject knowledge	1, 2
Quality first teaching, monitoring and CPD for all staff	EEF Research Case Studies Ofsted documentation	1, 2, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 maths tutoring	Third Space Learning – evidence for effectiveness EEF review of online maths tutoring (2016) In school impact reports	1, 2, 3
Lexia licences	Review of evidence of effectiveness of Lexia programme EEF study of Lexia Impact Reports Case Studies	1, 2
RWI Intervention	EEF study in progress. Study into effectiveness here Impact Reports Case Studies	1, 2

<p>Pupils who need to catch-up/vulnerable</p> <ul style="list-style-type: none"> • Pupil progress meetings held half termly. • Class teachers will be accountable for outcomes and provision, through agreed timetables/record of support for disadvantaged pupils (see provision map) • Individual pupil premium profiles for all disadvantaged pupils focusing on gaps in reading, writing and maths, gaps in learning and suggested strategies. These are shared with all staff • Reading, Writing and Maths small group teaching and intervention in all year groups 	<p>Teacher efficacy. Hattie Visible learning</p> <p>Feedback</p> <p>EEF T&L toolkit</p>	<p>1, 2</p>
<p>Disadvantaged and cognitive SEN.</p> <ul style="list-style-type: none"> • SEND Support Plans for SEND/PP children will take into account the PPG funding available. This will be clearly linked to the PPG profiles (see below) 	<p>EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND</p>	<p>1, 2</p>
<p>Disadvantaged, Previously Looked after and Looked After pupils and those subject to a CP/CIN plan</p> <ul style="list-style-type: none"> • Pupil Premium Profiles are developed by the class teacher and shared with all staff responsible for pupil learning. This will ensure a collective understanding 	<p>PHE, link between wellbeing and attainment</p> <p>Trauma informed schools, Beacon house</p> <p>Centre for education neuro science</p> <p>Nurture UK</p> <p>EEF T&L toolkit (social and emotional learning)</p>	<p>1, 2, 3, 4</p>

<p>of needs, responsibility and every learning opportunity maximised</p> <ul style="list-style-type: none"> • Access to mentoring and specialist external support as required. • P/LAC teacher will make and establish links with families • Staff training on attachment disorders • PASS Survey completed twice to identify attitudes of PPG pupils towards school and learning – if required nurture group/intervention put in place 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social interactions, all disadvantaged pupils</p> <ul style="list-style-type: none"> • Each disadvantaged and PPG pupil will have a mentor, where deemed beneficial (member of staff) • Each PPG pupil will be entitled to one fee-paying extra-curricular club per term, free of charge • Teachers to monitor and evaluate impact of opportunities through pupil premium profile 	<p>Newcastle university (Nuffield foundation) after school clubs and academic performance</p> <p>Music in school – sound partnerships</p> <p>The importance of music – DfE</p> <p>ArtsEd research, music and academic performance</p> <p>SEL – EEF</p> <p>An Unequal Playing Field - report</p> <p>DfE guidance</p>	<p>2, 4, 6, 7, 8</p>

<ul style="list-style-type: none"> Residential school trips fully funded for Years 3,4,5, & 6 Free access to TreeTops and holiday care (including nutritional food and snacks) 		
<p>Future aspirations - All PPG and identified disadvantaged pupils</p> <ul style="list-style-type: none"> All pupils will be offered leadership role in Year 6 All pupils to represent the school in sport at least once each academic year All pupils to play a musical instrument during each academic year. 	<p>Music in school – sound partnerships</p> <p>The importance of music – DfE ArtsEd research, music and academic performance</p> <p>SEL – EEF</p> <p>Sutton Trust, promoting access to schools and academic achievement Arts participation – EEF T& L toolkit</p>	2, 4, 6, 7
<p>Support from Counsellors to ensure emotional and health needs are addressed and supported</p>	<p>Report on study (2021). Link to original study in the Lancet</p>	2, 4
<p>Free access to breakfast club and nutritional diet</p>	<p>DfE guidance</p> <p>EEF evaluation – also shows impact on attendance</p>	8
<p>Chromebook allocated to each PPG child on entry and Wifi dongle provided if internet access is limited. Opportunities to complete homework through lunchtime targeted club</p>	<p>EEF - Using Digital Technology to Improve Learning</p>	5
<p>Financial support for trips and residential to ensure all PPG/disadvantaged children can attend</p>	<p>An Unequal Playing Field - report DfE guidance</p>	7
<p>To improve attendance so that PA is below 1% and overall attendance is in line with all pupils.</p> <ul style="list-style-type: none"> Welfare Officer to continue to be tenacious in 	<p>Improving attendance, the key for school leadership summary of research and case studies</p> <p>EEF T&L toolkit, parent engagement</p>	4, 6, 7, 8

<p>the tracking and following up of non-attendance. Follow up with the attendance team, meeting with parents for all PP pupils who drop below 96%.</p> <ul style="list-style-type: none"> • Regular attendance meetings with SLT for those PPG/disadvantaged pupils causing concern. 		
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key stage 1 and 2 performance data and our own internal assessments using Insight. Insight is used for formative assessment and forms the basis of target setting. Our internal data is based on a series of curriculum objective statements grouped by subject and term which teachers make assessments against. We also use computerised GL Assessments which provide teachers with standardised scores which informs Insight assessments too.

Using internal data, we have found that attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of the pupils' starting points at the beginning of the academic year and the impact that the coronavirus pandemic has had on these children over the past two years. The attainment gap between our PPG pupils and non PPG pupils has grown in some year groups since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. It should also be noted that this group of children represent 11.8% of the school.

The DfE has shared our school's 2022 performance data with us, to help us better understand the academic achievements of our Year 6 pupils. It has allowed us to see the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. However, external data shows that the attainment in Year 6 of PPG pupils at Cleves was particularly impressive. This shows the positive impact of teaching, interventions and wider strategies put in place.

Data from tests and teacher assessments suggest that despite the children's disrupted education over the last two academic years, progress remains strong in all year groups. Teaching strategies, interventions and wider strategies have all been of key importance with ensuring that the majority of PPG children make at least expected progress. Where this has not been the case, children have continued to be targeted.

A detailed analysis of progress and attainment in each year group is outlined below.

YEAR 3

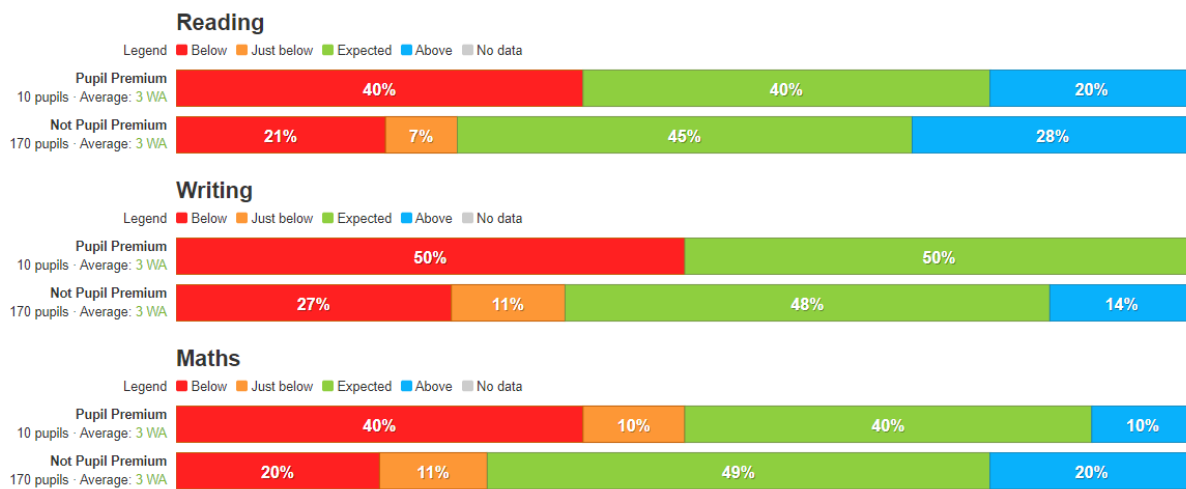
Our year 3 group consisted of 180 pupils of which 10 pupils fall under the category of Pupil Premium. 3 of these 10 pupils were also registered as SEND Support. On entry attainment for our PPG children showed generally below expected attainment

- 4/10 (40%) pupils were working below in reading at the end of KS1
- 5/10 (50%) pupils were working below in writing at the end of KS1
- 4/10 (40%) pupils were working below in maths at the end of KS1

These pupils had a difficult start to Cleves due to the coronavirus pandemic and had interrupted schooling throughout Key Stage 1. Also, in the autumn term, restrictions were in place

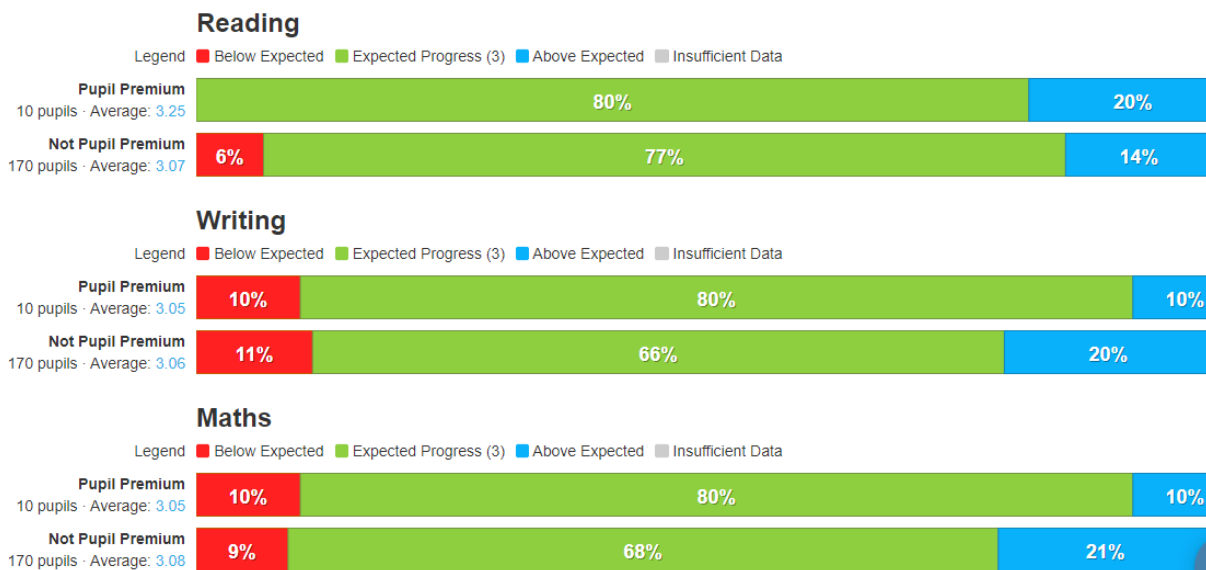
that meant any additional intervention was difficult. Once out of bubbles in the spring, interventions were once again in place and Pupil Premium children were prioritised. This however continued to be a difficult year with children being sent home due to Covid 19 symptoms.

Attainment – Summer 2022



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3 and the impact that the coronavirus pandemic has had on this group of children. It should also be noted that this group of children represent 5.6% of the cohort. The graph below shows the progress made of these pupils and is a better reflection of the impact of the provision and support in place.

Progress since entry



- In reading...
 - 100% of pupils made expected progress or better with 20% making accelerated progress.
 - 3 of these pupils are also on the SEND register and have complex needs, showing excellent progress made.
- In writing...
 - 90% of PPG pupils made expected progress or better with 10% (6 pupils) making accelerated progress.
 - Just one pupil premium children (10%) did not make expected progress. This pupil is on the SEND register and has complex needs.

- Carefully targeted support and intervention continues to be in place for the pupil who did not make expected progress.
- In maths...
 - 90% of PPG pupils made expected progress or better with 10% making accelerated progress.
 - Just one pupil premium children (10%) did not make expected progress.
 - The pupil who did not make expected support will receive 1:1 tuition in the summer term from Third space learning.

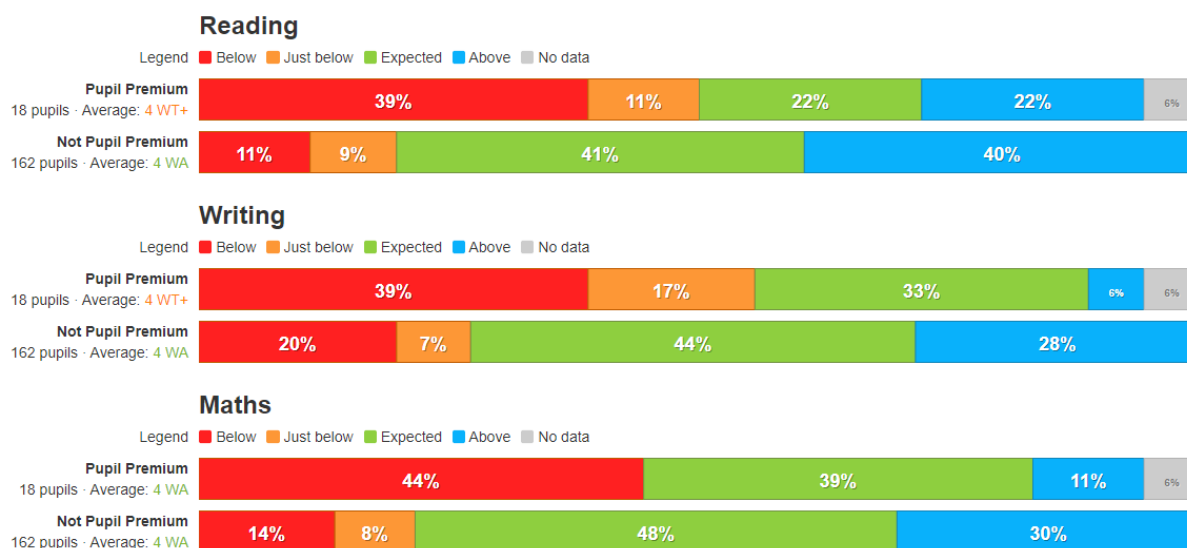
YEAR 4

Our year 4 group consisted of 180 pupils of which 18 pupils fall under the category of Pupil Premium. 3 of these pupils were also registered as SEND Support. On entry, attainment for our PPG children showed generally below expected attainment

- 11/18 (61%) pupils were working below in reading at the end of KS1
- 13/18 (72%) pupils were working below in writing at the end of KS1
- 10/18 (56%) pupils were working below in maths at the end of KS1

These pupils have also had a difficult start to Cleves with one year of disruption and a school closure along with a school closure during Year 2. During the school closure whilst at Cleves, our PPG have been prioritised for support. This included inviting all PPG children into school. For those who declined the place, daily phone calls by a staff member were in place. This involved talking through and explaining the day's learning. A school Chromebook was offered to all PPG pupils to enable them to work at home. The class teacher also regularly 'checked in' with these pupils through daily Google meets. In the autumn term 2021, restrictions were in place that meant any additional intervention was difficult. Once out of bubbles in the spring, interventions were once again in place and Pupil Premium children were prioritised. This however continued to be a difficult year with children being sent home due to Covid 19 symptoms.

Attainment – Summer 2022

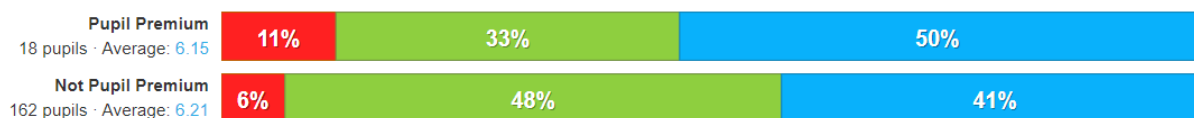


Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. In addition, the number of Pupil Premium pupils attaining at least expected in all subjects has increased since the end of KS1. The graph below shows the progress made of these pupils and is a better reflection of the impact of the provision and support in place.

Progress since entry

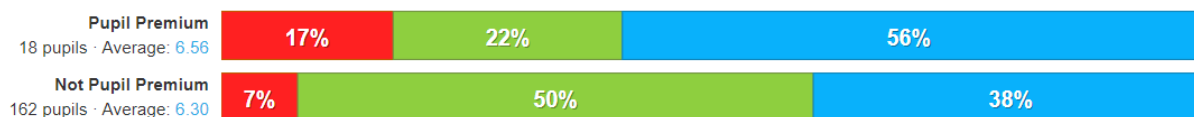
Reading

Legend ■ Below Expected ■ Expected Progress (6) ■ Above Expected ■ Insufficient Data



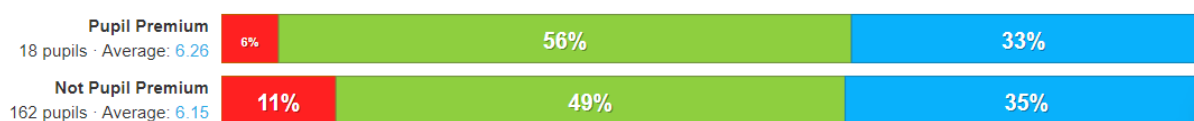
Writing

Legend ■ Below Expected ■ Expected Progress (6) ■ Above Expected ■ Insufficient Data



Maths

Legend ■ Below Expected ■ Expected Progress (6) ■ Above Expected ■ Insufficient Data



- In reading...
 - 83% of pupils made expected progress or better with 50% making accelerated progress.
 - Just 2 pupil premium children (11%) did not make expected progress. One of these pupils is also on the SEND register and has complex needs.
 - Both pupils who did not make expected progress are being targeted for intervention and support during the next academic year.
- In writing...
 - 78% of PPG pupils made expected progress or better with 56% making accelerated progress.
 - Just 3 pupil premium children (17%) did not make expected progress. One of these pupils also did not make progress in reading and is on the SEND register. One of the other pupils is also on the SEND register and has complex needs.
 - Carefully targeted support and intervention will be put in place for all of these pupils.
- In maths...
 - Pupil premium children made better progress than non Pupil Premium children.
 - 89% of PPG pupils made expected progress or better with 33% making accelerated progress.
 - Just one pupil premium children (6%) did not make expected progress. This pupil is the same as in writing.
 - Once again, carefully targeted support and intervention will be in place for these pupils.

YEAR 5

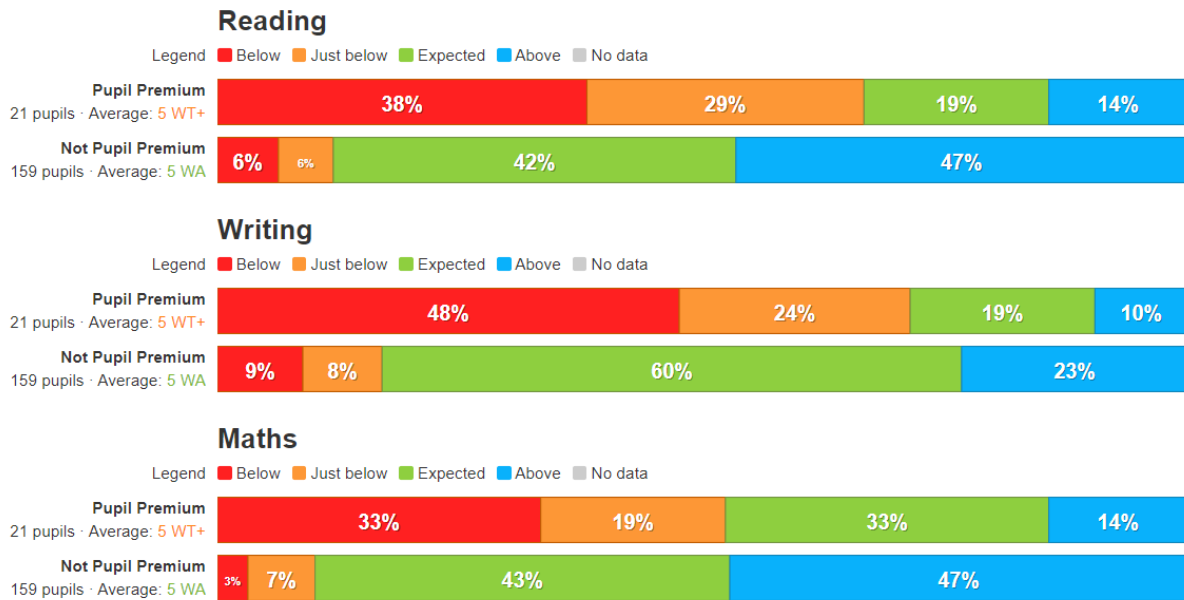
Our year 5 group consisted of 180 pupils of which 21 pupils fall under the category of Pupil Premium. 7 of these 21 pupils were also registered as SEND Support. On entry, attainment for our PPG children showed generally below expected attainment

- 14/21 (67%) pupils were working below in reading at the end of KS1
- 17/21 (81%) pupils were working below in writing at the end of KS1
- 11/21 (52%) pupils were working below in maths at the end of KS1

These pupils have had a difficult time at Cleves with two years of disruption and two school closures during years 3 and 4. During both school closures, our PPG have been prioritised for

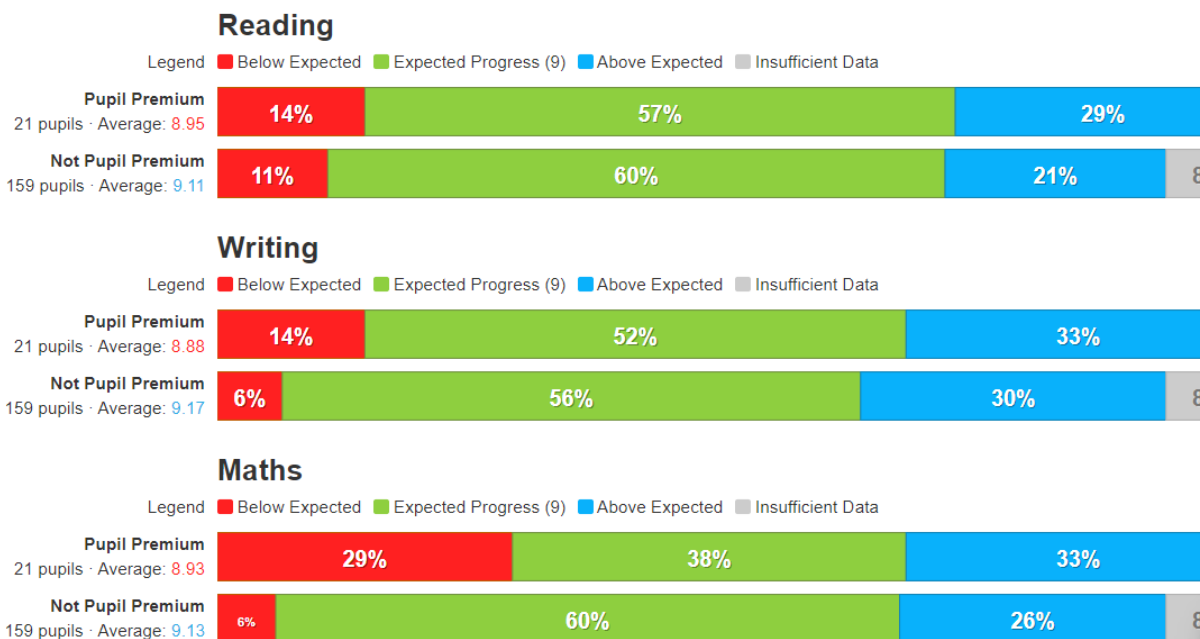
support. This included inviting all PPG children into school. For those who declined the place, daily phone calls by a staff member were in place. This involved talking through and explaining the day's learning. A school Chromebook was offered to all PPG pupils to enable them to work at home. The class teacher also regularly 'checked in' with these pupils through daily Google meets. In the autumn term 2021, restrictions were in place that meant any additional intervention was difficult. Once out of bubbles in the spring, interventions were once again in place and Pupil Premium children were prioritised. This however continued to be a difficult year with children being sent home due to Covid 19 symptoms.

Attainment – Summer 2022



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. The graph below shows the progress made of these pupils and is a better reflection of the impact of the provision and support in place.

Progress since entry



- In reading...
 - 86% of pupils made expected progress or better with 29% (4 pupils) making accelerated progress.
 - Just 3 pupil premium children (14%) did not make expected progress. All of these pupils are also on the SEND register and have complex needs.
 - One pupil has an EHCP and has full time adult support. All pupils who did not make expected progress are being targeted for intervention and support during the next academic year. One child left Cleves at the end of Year 5.
- In writing...
 - 85% of PPG pupils made expected progress or better with 33% (7 pupils) making accelerated progress.
 - Just 3 pupil premium children (14%) did not make expected progress. All of these pupils are also on the SEND register and have complex needs.
 - All of these pupils will be carefully targeted for support and intervention moving forwards. One pupil has an EHCP and has full time adult support.
- In maths...
 - 67% of PPG pupils made expected progress or better with 33% (7 pupils) making accelerated progress.
 - Six pupil premium children (29%) did not make expected progress. Four of these pupils are also on the SEND register and have complex needs. Two of these pupils are the same as in reading and writing and one child left Cleves at the end of Year 5.
 - All of these pupils will be targeted for support and intervention from autumn 2021. One pupil has an EHCP and has full time adult support.

YEAR 6

Our year 6 group consisted of 180 pupils of which 15 pupils fall under the category of Pupil Premium. Three of these 15 pupils were also registered as SEND Support.

- 5/15 (33%) pupils were working below in reading at the end of KS1
- 4/15 (27%) pupils were working below in writing at the end of KS1
- 4/15 (27%) pupils were working below in maths at the end of KS1

These pupils have also had a difficult final two years at Cleves with three years of disruption including two school closures during years 4 and 5. During both school closures, our PPG have been prioritised for support. This included inviting all PPG children into school. For those who declined the place, daily phone calls by a staff member were in place. This involved talking through and explaining the day's learning. A school Chromebook was offered to all PPG pupils to enable them to work at home. The class teacher also regularly 'checked in' with these pupils through daily Google meets. In the autumn term 2021, restrictions were in place that meant any additional intervention was difficult. Once out of bubbles in the spring, interventions were once again in place and Pupil Premium children were prioritised. This however continued to be a difficult year with children being sent home due to Covid 19 symptoms.

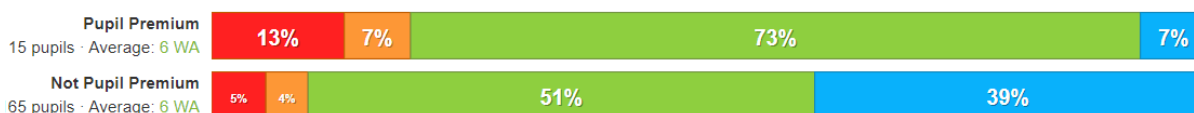
Reading

Legend ■ Below ■ Just below ■ Expected ■ Above ■ No data



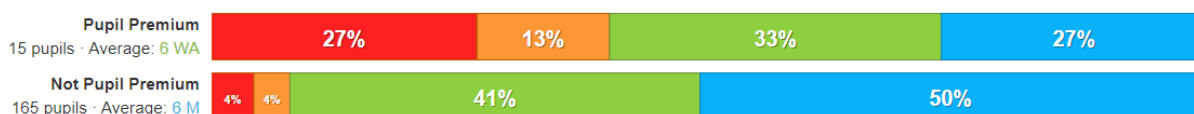
Writing

Legend ■ Below ■ Just below ■ Expected ■ Above ■ No data



Maths

Legend ■ Below ■ Just below ■ Expected ■ Above ■ No data



Attainment for PPG children, on average is lower than non PPG children but shows good improvement since entry in reading and writing which is best demonstrated in the progress graphs below.

Progress since entry

Reading

Legend ■ Below Expected ■ Expected Progress (12) ■ Above Expected ■ Insufficient Data



Writing

Legend ■ Below Expected ■ Expected Progress (12) ■ Above Expected ■ Insufficient Data



Maths

Legend ■ Below Expected ■ Expected Progress (12) ■ Above Expected ■ Insufficient Data



The progress of PPG children is similar and, in some cases, better than non PPG children.

- In reading...
 - 86% of pupils made expected progress or better with 53% (8 pupils) making accelerated progress.
 - Just one pupil premium child did not make expected progress and was a prior high attainer at the end of KS1 who had slipped back to expected. This pupil had a lot of absence in Years 5 and 6 due to performing in a West End show.
- In writing...
 - 100% of PPG pupils made expected progress or better with 53% (8 pupils) making accelerated progress.

- In maths...
 - 86% of PPG pupils made expected progress or better with 53% (8 pupils) making accelerated progress.
 - Just one pupil premium child did not make expected progress. This child was only 0.5 points off of the expected points progress.

Absence among disadvantaged pupils was 4% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current three-year plan.

Our observations and assessments (PASS survey) demonstrated that wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly evident and we have used a number of strategies and support groups to improve the mental health of these pupils. Again, this is something that we will continue to include in our three-year plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	