

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

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	Larkhall Primary Campus
Number of children in school	326
Proportion (%) of pupil premium eligible children	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2024
Date this statement was published	01/12/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Governing Body
Pupil premium lead	Gary Nichol
Governor / Trustee lead	Mark Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£232,680

Part A: Pupil premium strategy plan

Statement of intent

Introduction

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for children.

Pupil Premium is calculated by the number of FSM children at the school in addition to the number of looked after children, who attend the school, calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these children.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the children who need it most.

Closing the Gap

Larkhall is committed to narrowing any identified gaps in attainment between children. We are totally transparent in how we use the Pupil Premium funding to enable us to tailor provision to meet individual need through the use of validated intervention programmes that can offer sustained and accelerated progress for our children.

The barriers and challenges disadvantaged children face at Larkhall Primary School are complex and varied – there is no single difficulty faced by all. We are a larger than average sized primary school, with a vibrant and diverse school community. The largest group of children are black African, and we have a large group of Portuguese and Black Caribbean children, as well as a very small percentage of White British children.

Three quarters of the school speak a first language other than English at home. Just under half the children are eligible for Free School Meals and the school is in the top quintile for deprivation. There are a high proportion of children in the mainstream school with an Education Health Care Plan (EHCP) as well as a high proportion with Special Educational Needs and Disabilities (SEND). All of our children in Woodlark House Autism Resource Base have a EHCP.

Strategies

- Pupil Premium will be clearly identifiable within the budget
- The Head teacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled children
- We will analyse the latest in educational research
- The school will assess what additional provision should be made for the individual children

- The school will be accountable for how it has used the additional funding to support the achievement of those children covered by the Pupil Premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims
- We will publish online information annually about how we have used the Premium
- We will ensure that parents, governors and others are made fully aware of the attainment of children covered by the Premium
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these children
- Where other support mechanisms are withdrawn we will seek to address this through the PP funding where appropriate
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children
- We will monitor evaluate and review the success of the impact of the Pupil Premium funding

Evidence-based Strategies

We will use a combination of external evidence together with the internal expertise of the Larkhall staff to inform the decision-making of the leadership of the school. Both sources will enable Larkhall to put in place activities found to be the most effective in addressing the needs of the children in our school. With each activity we put in place, we will always try to ensure any relevant research findings are quoted.

Pupil Premium Accountability

- Governor Accountability

The Governor Business Committee is responsible for monitoring and evaluating the impact of the Pupil Premium funding. The Governor Learning and Personal Development Committee is responsible for the scrutiny of data on the attainment of eligible children and Pupil Premium funding is also a regular item at the Business Committee's meetings.

- Leadership Accountability

The leadership of the school closely analysed both national research and local knowledge about what makes a difference in narrowing the attainment gap between children in receipt of the Pupil Premium and all children nationally.

- Teacher Accountability

The leadership have a realisation that the vast majority of children' progress comes out of good/outstanding teaching and learning on a day-to-day basis. There is, therefore, a major drive for children being independent learners, developing their thinking skills, creating an inspirational learning environment and having clear assessments that

supports the next steps in their learning.

- School Business Manager Accountability

The School Business Manager is closely involved in tracking the allocation of the pupil premium, ensuring accountability and transparency in specific spending cost centres.

Through prudent use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

School Analysis of Pupil Progress

Leaders conduct formal discussions with staff about children's progress every six weeks to identify children who needed additional support. This informs the placement of additional support teachers and informs the most appropriate support strategy. Each strategic programme is designed to meet the needs of a group or an individual.

The achievement of Pupil Premium children who attracted funding is assessed to enable the school to know where there are gaps in achievement in each year group and class across the school. Teachers verify and account for the progress of this group of children through regular discussions in teams and with leaders about children's achievement.

Analysis of DfE online data, combined with information from the school's internal tracking system, is used to identify the children who are underachieving, plan which interventions suit them best and monitor children's subsequent achievement.

We expect all children to make at least the expected progress each year. We identify any of the factors that could prevent children from accelerated progress and use Pupil Premium funding to help to remove these barriers. Additional support teachers, learning mentor and teaching assistants are all then directed to support those children identified. This aids aspirational and more able learners, taking account of children's starting points and their potential to make even greater gains in their learning.

Quality First Teaching

Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and Assistant Heads, and interventions put in place.

If a pupil has been identified as underachieving, or *possibly* having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.

The Senior Leadership Team and School Development Team will be consulted as needed for support and advice and may wish to observe the pupil in class.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Challenges

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

Challenge number	Detail of challenge
1	For very small children under two years of age, both formative assessments and direct observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are more prevalent among our disadvantaged children than their peers.
2	For very small children under two years of age, both formative assessments and direct observations indicate underdeveloped social and communication skills among many disadvantaged children. These are more prevalent among our disadvantaged children than their peers.
3	For pre Nursery children of two years of age, both formative assessments and direct observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are more prevalent among our disadvantaged children than their peers.
4	For pre Nursery children of two years of age, both formative assessments and direct observations indicate underdeveloped social and communication skills among many disadvantaged children. These are more prevalent among our disadvantaged children than their peers.
5	For 3 / 4 Year Old Nursery children, both formative and summative assessments, pupil voice and direct observations suggest disadvantaged children present with greater difficulties with underdeveloped social and communication skills than their peers. These have a negatively impacts on their social development.
6	For 3 / 4 Year Old Nursery children, both formative and summative assessments, pupil voice and direct observations suggest disadvantaged children present with greater difficulties with oral language skills and vocabulary gaps than their peers. These have a negatively impacts on their social development.
7	For Reception children, both formative and summative assessments, pupil voice and direct observations suggest disadvantaged children present with greater difficulties with underdeveloped social and communication skills than their peers. These have a negatively impacts on their social development.

8	For Reception children, both formative and summative assessments, pupil voice and direct observations suggest disadvantaged children present with greater difficulties with oral language skills and vocabulary gaps than their peers. These have a negatively impacts on their social development.
9	Both formative and summative assessments, pupil voice and direct observations suggest disadvantaged children present with greater difficulties with phonics than their peers. These are particularly evident in Reception and in general, are more prevalent among our disadvantaged children than their peers and his a negatively impacts on their development as readers.
10	Both formative and summative assessments, pupil voice and direct observations suggest disadvantaged children present with greater difficulties with Writing than their peers. These are particularly evident in Reception and in general, are more prevalent among our disadvantaged children than their peers and his a negatively impacts on their development as readers.
11	<p>As a result of national school closures during lockdown, as well as the closing of 'bubbles', both formative and summative assessments, pupil voice and direct observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted. These challenges particularly affect disadvantaged children, including their attainment.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations across all subjects.</p> <p>Teacher referrals for support have markedly increased during the pandemic.</p> <p>These findings are supported by national studies. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations.</p>
12	<p>As a result of national school closures during lockdown, as well as the closing of 'bubbles', both formative and summative assessments, pupil voice and direct observations have identified social and emotional issues for many children. These challenges particularly affect disadvantaged children, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic.</p>
13	As a result of national school closures during lockdown, as well as the closing of 'bubbles', both formative and summative assessments, pupil voice and direct observations have identified a lack of enrichment opportunities for many children, These challenges particularly affect disadvantaged children, including their attainment.

14	<p>Larkhall's attendance for 2022 – 2023 was 96.7% (better National).</p> <p>Larkhall's attendance data between 2022 and 2023 indicates that attendance among disadvantaged children has been slightly lower than for non-disadvantaged children.</p> <p>Larkhall's Persistence Absence for 2022 – 2023 was 7.1% (better than national).</p> <p>This discrepancy is also prevalent for 'persistently absents'. Summative weekly/termly analysis, as well as direct observations, indicate that absenteeism is negatively impacting disadvantaged children' progress.</p>
----	---

Intended outcomes

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

Intended outcome	Success criteria
For very small children under two years of age - Improved oral language skills and vocabulary among disadvantaged children.	Direct observations, pupil voice and parental feedback from Stay and Play Sessions indicate significantly improved oral language and vocabulary skills among disadvantaged children.
For very small children under two years of age - Improved social and communication skills among disadvantaged children.	Direct observations, pupil voice and parental feedback from Stay and Play Sessions indicate significantly improved social and communication skills among disadvantaged children.
For pre Nursery children of two years of age - improved oral language skills and vocabulary among disadvantaged children.	Formative assessment, direct observations, pupil voice and parental feedback indicate significantly improved oral language and vocabulary skills among disadvantaged children.
For pre Nursery children of two years of age - improved social and communication among disadvantaged children.	Formative assessment, direct observations, pupil voice and parental feedback indicate significantly improved social and communication skills among disadvantaged children.
For 3 / 4 Year Old Nursery children of two years of age - improved social and communication among disadvantaged children.	Direct observations, pupil voice and parental feedback from Stay and Play Sessions indicate significantly improved social and communication skills among disadvantaged children.
For 3 / 4 Year Old Nursery	Formative assessment, direct observations, pupil voice

children of two years of age - improved oral language and vocabulary skills among disadvantaged children	and parental feedback indicate significantly improved oral language and vocabulary skills among disadvantaged children.
For Reception children improved social and communication among disadvantaged children.	Formative and summative assessment, direct observations, pupil voice and parental feedback indicate significantly improved social and communication skills among disadvantaged children.
For Reception children improved oral language and vocabulary among disadvantaged children.	Formative and summative assessment, direct observations, pupil voice and parental feedback indicate significantly improved oral language and vocabulary skills among disadvantaged children.
Improved reading attainment among disadvantaged children.	To improve upon, or at least maintain, the 2022-2023 KS2 SATs Reading Outcomes where 63% of PP children achieved ARE. This was broadly in line with national for Non-PP children. Within other year groups, both formative and summative assessments, pupil voice and direct observations indicate significantly improved phonics development.
To achieve and sustain improved education and wellbeing for all children in our school, particularly our disadvantaged children.	Sustained high levels of education and wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • direct observations, pupil voice and parental feedback • a reduction in teacher referrals for support • a reduction in the knowledge gaps for RWM
To achieve and sustain improved social and emotional issues for all children in our school, particularly our disadvantaged children.	Sustained lower levels of social and emotional issues from 2022/23 demonstrated by: <ul style="list-style-type: none"> • direct observations, pupil voice and parental feedback • a reduction in teacher referrals for support • a reduction in the knowledge gaps for RWM
To achieve and sustain improved enrichment opportunities for all children in our school, particularly our disadvantaged children.	Sustained high levels of access to enrichment activities from 2024/25 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged children • direct observations, pupil voice and parental feedback
Improved Writing attainment for disadvantaged children at the end of KS2.	To improve upon, or at least maintain, the 2022-2023 KS2 SATs RWM Outcomes where 63% of PP children achieved ARE. This was broadly in line with national for Non-PP children.

	KS2 Writing outcomes in 2024/25 show that more than 80% of disadvantaged children meet the expected standard.
Improved Maths attainment for disadvantaged children at the end of KS2	To improve upon, or at least maintain, the 2022-2023 KS2 SATs RWM Outcomes where 63% of PP children achieved ARE. This was broadly in line with national for Non-PP children.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	There is no discrepancy between PP and Non-PP children for overall absence. There is no discrepancy between PP and Non-PP for 'persistently absents'.

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: £212,703

- *Speech and Language Therapist £29,850*
- *Temp Teacher (£42,195)*
- *Family Centre £16,950*
- *EYFS Support Staff £28,430*
- *Intervention Coordinators' £67,840*
- *Targeted Year 2, Year 5 and Year 6 Support £27,438*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Centre opened in 2021 as part of the Larkhall Primary Campus offer (not to be confused with a fully funded Sure Start Children's Centre).</p> <p>Services provided include:</p> <ul style="list-style-type: none"> • Stay and Play 	<p>EEF Teaching and Learning Toolkit Strand – Parental Engagement.</p> <p>Larkhall staff understanding the needs of the community.</p>	1, 2

<ul style="list-style-type: none"> • SaLT • Early Reading support 	<p>Universal knowledge of the value of early intervention to support vulnerable children.</p> <p>ImpactEd – Lessons from Schools in Supporting Pupil Learning and Wellbeing 2021 ‘Home Environment’</p>	
<p>Two Year Old Nursery opened in 2021, with the offer of a Two Year Old Nursery for up to 20 children.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Teaching and Learning Toolkit Strand - Oral language interventions</p> <p>EEF Teaching and Learning Toolkit Strand – Behaviour Interventions</p>	<p>1, 2</p>
<p>Early Years additional staff to ensure immediate and early assessment and support for the children.</p> <p>Additional adult support ensures assessment for learning (such as assessment in the moment) is carried out in a rigorous manner.</p> <p>Precision teaching of children in areas such as Speech and Language and Fine Motor Skills, ensure these barriers to learning are addressed</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p> <p>EEF Teaching and Learning Toolkit Strand - Phonics</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Teaching and Learning</p>	<p>3 - 8</p>

	<p>Toolkit Strand - Social and Emotional Learning.pdf</p> <p>ImpactEd – 2021 ‘Intersectional Impact’ (PP and SEND)</p> <p>‘ImpactEd – 2021 ‘Champion for Every Child’ (ACE)</p>	
<p>Employment of a full-time Speech and Language Therapist. This offer includes:</p> <ul style="list-style-type: none"> • children receiving bespoke support • teacher training • support Staff training to facilitate their capacity to deliver intervention programmes 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Teaching and Learning Toolkit Strand - Oral language interventions</p>	1 – 9, 12
<p>Appointment of Temporary Teacher to support Year 4 RWM</p>	<p>There is extensive evidence that small group and one to one tuition can provide scope for accelerated learning.</p> <p>EEF Teaching and Learning Toolkit Strand – Small Group Tuition</p> <p>EEF Teaching and Learning Toolkit Strand – One to One Tuition</p>	10 - 11
<p>Intervention Co-ordinators (Higher level Support Staff).</p> <p>Targeted support for under-performing children. Intervention groups used successfully across the school, ensuring gaps in progress are closed.</p> <p>Intervention Coordinators are responsible for planning and delivery in order to ensure the children’s targets are addressed quickly in order to impact on their development.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>There is extensive evidence that small group and one to one tuition can provide scope for accelerated learning.</p>	9 - 12

<p>Intervention Coordinators have extended their working day, allowing them time to:</p> <ul style="list-style-type: none"> • review the children’s learning with class teachers • help to identify gaps in children’ knowledge and understanding • have planning time in order for them to be well informed about the learning planned for the future. 	<p>EEF Teaching and Learning Toolkit Strand – Small Group Tuition</p> <p>EEF Teaching and Learning Toolkit Strand – Teaching Assistant Interventions</p> <p>ImpactEd – 2021 ‘Champion for Every Child’ (ACE)</p> <p>EEF Teaching and Learning Toolkit Strand – Collaborative Learning Approaches</p> <p>ImpactEd – 2021 ‘Intersectional Impact’ (PP and SEND)</p> <p>EEF Teaching and Learning Toolkit Strand - Social and Emotional Learning</p> <p>EEF Teaching and Learning Toolkit Strand – Behaviour Interventions</p> <p>EEF Teaching and Learning Toolkit Strand – One to One Tuition</p>	
<p>Targeted Year 2 Reading, Writing and Maths support from an Assistant Head Teacher. This includes:</p> <ul style="list-style-type: none"> • planning for whole class and intervention groups • teaching of Intervention groups • work evidence moderation support 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children.</p> <p>EEF Teaching and Learning Toolkit Strand - Phonics</p> <p>EEF Teaching and Learning Toolkit Strand – Reading Comprehension Strategies</p>	9 - 12
<p>Targeted Year 5 and Year 6 Reading, Writing and Maths support from an Assistant Head. This includes:</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to</p>	10 - 12

<ul style="list-style-type: none"> • planning for whole class and intervention groups • teaching of Intervention groups • work evidence moderation support 	<p>help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF Teaching and Learning Toolkit Strand – Reading Comprehension Strategies</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
---	--	--

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

Budgeted cost: £28,535

- *Learning Mentor* £9,735
- *Drama Therapy* £8,800
- *ICT* £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor providing social and emotional development for targeted children. Learning Mentor working with children demonstrating emotional gaps in their development. Learning Mentor has daily sessions with children targeted through a referral system.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Teaching and Learning Toolkit Strand – Mentoring</p> <p>ImpactEd – 2021 ‘Champion for Every Child’ (ACE)</p> <p>EEF Teaching and Learning Toolkit Strand – Metacognition and Self-</p>	<p>11 - 12</p>

	<p>Regulation</p> <p>EEF Teaching and Learning Toolkit Strand – One to One Tuition</p> <p>EEF Teaching and Learning Toolkit Strand - Social and Emotional Learning</p> <p>EEF Teaching and Learning Toolkit Strand – Behaviour Interventions</p>	
Drama Therapy. Targeted support for Centre for children with SEND. One to one support for development of social skills.	<p>EEF Teaching and Learning Toolkit Strand – Metacognition and Self-Regulation</p> <p>EEF Teaching and Learning Toolkit Strand – One to One Tuition</p>	11 - 12
The school has invested in 200 ipad/laptops across the school to enable the children to enhance their research skills and independent learning approaches. The lap-tops are used by the children in order to access English and Maths programs and software and to record their class blogs, as well as provide an interactive and experiential learning experience, augmenting their learning in the classroom.		9, 10, 13

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

Budgeted cost: £16,446

- *Learning Mentor* £9,735
- Breakfast Club Staffing £6,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor The Learning Mentor is also responsible	Sustained high attendance of PP children is a major factor	1 - 14

<p>for advising and when, necessary, signposting parents/carers in order for them to receive support and help to assist with their individual circumstances, such as housing issues, and benefit claim concerns.</p>	<p>in reducing the attainment gap between PP and Non-PP children.</p> <p>EEF Teaching and Learning Toolkit Strand – Parental Engagement</p> <p>EEF Teaching and Learning Toolkit Strand - Mentoring</p>	
<p>Breakfast Club A Breakfast Club has been initiated to ensure targeted children receive the support to start the school day with a nourished meal and being punctual.</p>	<p>EEF Teaching and Learning Toolkit Strand – Parental Engagement</p> <p>EEF Teaching and Learning Toolkit Strand – Extended School Time</p>	<p>14</p>

Total budgeted cost: £257,684

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 children in the 2020 to 2021 academic year.

PUPIL PREMIUM ANALYSIS 2018 - 2019:

- Pupil Premium funding = £328,381
- Number on Roll = 367
- Percentage of children eligible for deprivation Pupil Premium = 62%

Key Stage Two:

Attainment

- For Reading, at Larkhall Primary School PP children performed above National indicators for PP children.
- For Writing, at Larkhall Primary School PP children performed above National indicators for PP children.
- For Maths, at Larkhall Primary School PP children performed above National indicators for PP children.

KS2 Expected or above	%age for all children	No PP Children	%age PP Children	No Non- PP Children	%age Non-PP children	Gap % School	Gap +/- % National Non-PP Children
Reading	89%	35	90%	12	86%	+4%	+16%
Writing	87%	35	89%	12	85%	+4%	+9%
Maths	91%	35	92%	12	88%	+4%	+12%

PUPIL PREMIUM ANALYSIS 2021 - 2022:

- Pupil Premium funding = £261,727
- Number on Roll = 367
- Percentage of children eligible for deprivation Pupil Premium = 53%

Key Stage Two:

Attainment

- For Reading, at Larkhall Primary School PP children performed above National indicators for PP children.
- For Writing, at Larkhall Primary School PP children performed above National indicators for PP children.
- For Maths, at Larkhall Primary School PP children performed above National indicators for PP children.

KS2 Expected or above	%age for all children	No PP Children	%age PP Children	No Non- PP Children	%age Non-PP children	Gap % School	Gap +/- % National Non-PP Children
Reading	74%	38	71%	8	88%	-17%	+18%
Writing	65%	38	61%	8	88%	-27%	+20%
Maths	76%	38	71%	8	100%	-29%	+22%

When analysing these outcomes for 2021 – 2022, and looking at the reasons, it is clear that the impact of Covid-19, resulting in national school closures during lockdown, as well as the closing of 'bubbles', disrupted all our subject areas.

Clear from the evidence nationwide, school closure was most detrimental to our disadvantaged children. Despite Catch Up funds and the Pupil Premium investment enabling the school deliver targeted interventions, these children were not able to benefit to the degree we had intended.

We do feel, however, that the impact of school closure was mitigated by our resolution to maintain a high quality curriculum, aided by the setting up of Google Classroom.

Internal formative and summative assessments, together with observations and pupil voice, indicated that due to the issues surrounding Covid, the children's wellbeing and mental health were significantly impacted. This impact was particularly felt by our disadvantaged children and their families. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged children