

# 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	The Bemrose School
Number of pupils in school	1310
Proportion (%) of pupil premium eligible pupils	45% Primary (32%) Secondary (49%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Neil Wilkinson
Pupil premium lead	Jason Pass, James Dachtler, Chloe Woodhouse, Caroline Spalding, Peter Thompson
Governor / Trustee lead	Linda Dawson, Martin Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£568,420
Recovery premium funding allocation this academic year	£85,929
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£654,349

## Part A: Pupil premium strategy plan

### Statement of intent

Improving outcomes for disadvantaged pupils is at the heart of our school improvement work. Our intention is that all pupils, regardless of their background or challenges they face, make strong progress and high achievements in attainment across the curriculum. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will, in turn, benefit non-disadvantaged pupils. This is an integral part of our plan and our intention is that the outcomes for all pupils will continue to improve.

This plan is designed to bring together all of these threads and ensure that this aspect of our work has appropriate tracking, monitoring, and evaluation, and that this leads to the desired impact.

### Challenges

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

Challenge number	Detail of challenge
1	Varied starting points and high mobility that have resulted in gaps in learning
2	Material barriers to curriculum access e.g. cost of food ingredients or music tuition
3	Lower initial starting points in literacy and numeracy
4	Ensuring that any underachievement in terms of progress in last phase of learning is acted upon and arrested swiftly.
5	Reduced access to ICT and online learning at home
6	Fractured education with high mobility leading to losses in key episodes of learning being lost.
7	Impact of behaviour on progress and attainment.

## Intended outcomes

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

Intended outcome	Success criteria
To ensure that the academic and vocational curriculum, and teaching, learning and assessment, equip disadvantaged pupils with the literacy, skills and knowledge needed to make good progress so that they have the best opportunity for success in their next phase of education, employment or training.	<p>80% of dis. students with KS2 prior data follow a EBAC &amp; Full P8 pathway Dis. students without KS2 prior data – 40% to have EBAC &amp; Full P8 pathway.</p> <p>Gaps are closed as PP students learn skills that enable greater access. All dis. pupils are appropriately challenged and able to navigate stretch in work in whole class, individual work and in interventions set.</p> <p>Secondary reading age assessments demonstrate improvement; gap between PP/non-PP closes in English. In the Primary phase, 75% of the children to achieve a GLD in reading to be in line with national average. 75% 2020 / 71% 2019)</p> <p>The home learning policy enables all pupils to access high quality provision regardless of ICT access.</p>
Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement for disadvantaged pupils	<p>The PP funding allocation is spent in full to benefit these pupils.</p> <p>There is greater and more transparent accountability in the monitoring and evaluation of actions leading to improved outcomes at all levels with more rapid responses to any slippage in progress.</p> <p>Interventions compared and recommissioned when proven to be successful in increasing outcomes.</p> <p>This will lead to better and more secure outcomes:</p> <ul style="list-style-type: none"> <li>• EYFS to be in line with nat.average 83%+</li> <li>• Phonics to be in line with nat.average 75%</li> <li>• KS1 RWM 75%+</li> <li>• KS2 RWM move towards nat.average 65%</li> <li>• KS3 70+ on-track 60%</li> </ul>

	<ul style="list-style-type: none"> <li>• KS4 P8 dis. pupils -0.25</li> </ul> <p>Data over the year including 'Point in Time' shows gap between dis. and non-dis diminishes.</p>
To ensure that the pastoral curriculum and pastoral leadership, as well as wider school culture, enables disadvantaged pupils to thrive during their time at the school and beyond.	<p>Dis. pupils' attendance is above national average of 95.3% (Primary 95.7%, Secondary 94.4%, WROM pupils 88%, Y11 92%). The number of dis. pupils who are persistently absent reduces to 8.7% in the Primary Phase, and 13.9% in the Secondary Phase</p> <p>Dis. pupils' behaviour is consistently 'Good'. Behaviour data shows a downward trend across phases of sanctions issued to dis. pupils.</p> <p>A high-quality tutor time programme is established and in place across the secondary phase</p> <p>Quality Careers Education is delivered; the NEET figure for dis. pupils reduces. Increase number of dis. pupils continue into further &amp; higher education [EET]</p> <p>Parental engagement improves as indicated by returns to reports and attendance at school events</p> <p>Student voice informs the planning of the PP leads and other school leaders.</p>

## 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: £ [£212 972]

Activity EEF tiered approach – 1. Teaching (49%)	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils have access to the full curriculum by removing material barriers. Provide opportunities for all students, especially disadvantaged students and HPAs, to apply acquired knowledge and skills into different contexts. [Creatives Food bid & Music bid 1.6.2 PE 2.1]	Previous years have shown increased participation by disadvantaged students across a range of academic opportunities such as Food technology, music tuition and Physical Education lessons. On average, 39 pupils a week accessed kit to enable to participate in P.E lessons in 2020-2021. This is supported by <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2 and 4
Evaluate and refine Lesson 6 provision to ensure it continues to be an effective academic strategy	<p>Due to the nature of our context, our students benefit from additional time in school to help support with gaps in learning and to consolidate and strengthen the learning in the classroom. Additional time is used for this which helps to support staff well-being and workload. Lesson 6 was initially launched for KS4 and has now become a secondary wide approach, introduced to KS3 in 2020 – 2021. Our data from 2020-2021 demonstrated the following % accessed Lesson 6:</p> <p>Year 11 – 73%  Year 10 – 65%  Year 9 – 41%  Year 8 – 24%</p> <p>(Lesson 6 was introduced for Year 8 and 9 2020 and focused on HPA students and core subjects only)</p> <p>This is supported by the EEF, the following research demonstrates while there is a cost, it has a positive impact:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1, 3, 4 and 6

<p>With a focus on quality first teaching, ensure systems are in place to identify and provide rapid &amp; tailored interventions, including the use of Covid catch up funding for pupils and groups of pupils to match their stretch and challenge needs, ensuring they make good or better progress. [Outcomes 3.1]</p>	<p>Our internal CPD package is heavily influenced by EEF research and focuses on developing practitioners to ensure quality first teaching is evident in all classrooms. The following threads have been provided for all staff:</p> <ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Feedback</li> <li>• Behaviour</li> <li>• Recall and revision</li> <li>• Literacy/Oracy</li> </ul> <p>The Toolkit informs a number of these threads are high impact and low cost:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p>	<p>1, 3, 4 and 7</p>
<p>Ensure that reading (including fluency) and vocabulary acquisition are key priorities for PP pupils [T &amp; L 2.2 Literacy 3]</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>As a school we have invested in Reciprocal Reading, the EEF have stated that comprehension strategies are high impact and low cost: <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>The HLTA English is employed to work with small groups focused on literacy improvement, including disadvantaged pupils.</p>	<p>3 and 4</p>

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

Budgeted cost: £ [£121 619]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure interventions for dis.pupils are well-resourced so that all pupils have access to high quality learning and revision materials to ensure they make good or better progress [MFL 4.1,4.2, 4.3 PPL 1.4.7]	For our context, our students benefit from the provision of resources to use within Lesson 6 and at home to help support continued progress. Intervention tutors employed to work specifically with disadvantaged students across the primary and secondary phases. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
In the light of the virtual learning offer and the investment in the digital world the enhancement of the digital strategy and offer across the school with a specific focus on PP [Leadership 2.6; T & L 1.5]	During lockdown devices were allocated across primary and secondary phases to ensure disadvantaged pupils were not penalised. By removing barriers to learning at home, disadvantaged pupils will be able to continue to learn. <a href="#">EEF Digital Technology Summary of Recommendation s.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">EEF Digital Technology Summary of Recommendation s.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	5
Engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  In the secondary phase, during the second lockdown period, a Saturday school was established for Years 9 – 11 focused on small group tuition on English, maths and science. This provision was successful and has continued to run on school's return. During the second lockdown the following disadvantaged students accessed Saturday school provision: Year 9: PP 19/39 Year 10: PP 30/35 Year 11: PP 15/31	1, 3, 4 and 6

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

Budgeted cost: £ [£111 572]

Activity	Evidence that supports this approach	Challenge number (s) addressed
To improve vulnerable children's with <b>specific focus on PP attendance</b> to national average. Primary (95.7%) Secondary (94.4%) [B&A 1.2]	<p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>In line with the DfE guidance, attendance/support officers have been appointed to improve attendance.</p> <p>2021: 89% attendance for PP   94% for non-PP</p> <p>2020: 93% attendance for PP   96% for non-PP</p> <p>2019: 93% attendance for PP   95% for non-PP</p> <p>There will be a greater focus moving forwards with regards to PP attendance in order to address the gap emphasised by COVID and school closures.</p> <p>The attendance officer is increasing home visits for PP students and PP are a focus for the distribution of devices to ensure they can access learning at home.</p>	6
Secure a positive start to the school day for dis. pupils through <b>continued Breakfast Club provision</b> [B&A 1.6.3; PD 2.2.2]	<p>To support regular attendance and improve punctuality, breakfast club is provided for all students across the primary and secondary phase. An EEF report stated that breakfast club schools saw an improvement in pupil attainment and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p><a href="https://bit.ly/3pUDL1Y">https://bit.ly/3pUDL1Y</a></p> <p><a href="#">Stat guidance template (publishing.service.gov.uk)</a></p>	6 and 7
Promote a positive school culture through the developing relationships between staff and pupils, leading to a culture of resilience [Leadership 3.1; B&A 2.2; PD 1.1]	<p>A sustained focus on developing and promoting a positive school culture can help to support positive behaviour and reduce the small number of suspensions further which research shows are more likely to be those from disadvantaged backgrounds. Our pastoral team is funded through PP to enable disadvantaged pupils to thrive during their time at school. <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In our Primary phase for 2020/2021 there were no suspension and no expulsions for any child.</p> <p>No of consequences (red cards) for non-PP: 121   PP: 114</p>	4, 6 and 7



Develop the current rewards system across the school to ensure it is consistent <b>especially for PP</b> [B&A 2.3]	For the most serious behaviour book entries: 11 non-PP   9 PP across the academic year.  A research report by the Department of Education found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', 100% of all schools utilised reward systems as a proven method of encouraging positive behaviour.	4 and 7
Review and amend the tutor time curriculum to support all pupils with the knowledge, skills and literacy abilities necessary for future learning or employment. [Outcomes 1.4]	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. The tutor time programme focuses on a balance of academic and pastoral content to allow students to develop autonomy and be strategic learners. <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 4 and 7
Continue to promote Careers pathways across the school so that all dis. pupils have a broad knowledge of the education, employment, and training available to them at post-16 [PD 1.6]	Whilst evidence would suggest impact on careers education is limited, we believe it is important for students to understand the working world so they can thrive and make informed decisions. <a href="#">Careers_review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</a>	1 and 7
Host family engagement events and workshops for parents in school and out in the community [PPL 3.2]	Through developing family engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage. It is important that any routes to improving family engagement do not unintentionally widen the gap and that strategies will engage all parents. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 4, 6 and 7

**Total budgeted cost: £ [£568 240]**

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

### Pupil premium strategy outcomes

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

Aim	Outcome																								
To ensure that the academic and vocational curriculum, and teaching, learning and assessment, equip disadvantaged pupils with the literacy, skills and knowledge needed to make good progress so that they have the best opportunity for success in their next phase of education, employment or training	<p>Summer DD3 reflects increase in progress for PP students in practical subjects when compared with Aut DD1.</p> <p>% increase on/above track</p> <ul style="list-style-type: none"><li>Yr7 Art -1% DT1.1% Mu 10.5%</li><li>Yr8 Art 5.9% DT 19% Mu 2.9%</li><li>Yr9 Art 16.2% DT 13.8% Mu 18.8%</li><li>Yr10 Art 5.6% DT 5%</li><li>Yr11 Art 43.9% Mu 28.6%</li></ul> <p>Lesson 6 now established across Yr9-11. Timetable in place and common reg system set up.</p> <p>Year 11 – 73% of disadvantaged students accessed Lesson 6 provision in 2020 – 2021</p> <p>Year 10 – 65%</p> <p>Year 9 – 41%</p> <p>Year 8 – 24%</p> <p><i>(Lesson 6 was introduced for Year 8 and 9 2020 and focused on HPA students and core subjects only)</i></p> <p><b>Primary Outcomes 2021:</b></p> <p>EYFS – 53% PP 50%</p> <table><tr><th colspan="4">READING</th></tr><tr><th></th><th>PP</th><th>NON PP</th><th>ALL</th></tr><tr><td>YEAR 2</td><td>36%</td><td>56%</td><td>50%</td></tr><tr><td>YEAR 6</td><td>58%</td><td>43%</td><td>50%</td></tr></table> <table><tr><th colspan="4">WRITING</th></tr><tr><th></th><th>PP</th><th>NON PP</th><th>ALL</th></tr></table>	READING					PP	NON PP	ALL	YEAR 2	36%	56%	50%	YEAR 6	58%	43%	50%	WRITING					PP	NON PP	ALL
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YEAR 2	29%	45%	40%
YEAR 6	74%	45%	59%
MATHS			
	PP	NON PP	ALL
YEAR 2	43%	68%	60%
YEAR 6	58%	43%	50%

Non-PP pupils slightly out-performed PP pupils in EYFS (PP pupil was only 4 children).

READING			
	PP	NON PP	
YEAR 2	36%	56%	-20%
YEAR 6	58%	43%	15%

WRITING			
	PP	NON PP	
YEAR 2	29%	45%	-16%
YEAR 6	74%	45%	29%

MATHS			
	PP	NON PP	
YEAR 2	43%	68%	-25%
YEAR 6	58%	43%	15%

At KS1 non-PP pupils out performed PP pupils in terms of expected attainment across reading, writing and maths.

The attainment of PP pupils at KS2 in terms of expected attainment across reading, writing and maths.

#### Secondary Outcomes 2021:

80% of Year 11 PP pupils with prior data follow a P8-compliant pathway (target 80%). 33% of PP pupils without prior data to follow a P8-compliant pathway (target 40%).

2021 P8 for PP pupils -0.129, 2020 P8 for PP pupils -0.35; 2019 -0.58. Whilst the P8 score has improved year on year for PP pupils so has the P8 score for Non PP pupils and the gap has returned to that of 2019 with the gap widening in maths.

2% of school population achieved EBACC

4% of Non-PP achieved EBACC

0% of PP achieved EBACC

<p>Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement for disadvantaged pupils</p>	<p>Plan has been discussed in regular meetings and reviewed at LT and Gov level with extended meetings held at key points to allow planning and evaluation.</p> <p>PP funding allocated through new system. This new allocation has worked well and helped to ensure bids consider the exact needs of the child rather than generalisations/assumptions.</p> <p>The overall picture reflects positive progress for PP students.</p> <p>PP % overall on/above track comparing Aut DD1 to Sum DD3</p> <ul style="list-style-type: none"> <li>• *Yr 7 = 4.3%</li> <li>• Yr 8 = 6.8%</li> <li>• Yr9 = 9.7%</li> <li>• *Yr10 = 3.9%</li> <li>• Yr11 = 12.5%</li> </ul> <p><i>Yr7/10 DD2 – DD3</i></p> <p>Resilience Group (focused on disadvantaged pupils)</p> <p>P8 score improved from Aut Yr 10 - -0.508 to Sum Yr 11 (TAG) -0.170. Improved 0.338 of a grade</p> <p>There have been three phases of interventions in primary with disadvantaged pupils a priority. In phases 1 and 2, 12 groups of children (87 pupils in total) were targeted for intervention. In phase 3, there were 5 groups – 33 pupils.</p> <ul style="list-style-type: none"> <li>• Round 1 69/87 (79%) achieved targets.</li> <li>• Round 2 66/87 (76%)</li> <li>• Round 3 26/33 (79%)</li> </ul> <p>Our night school provision is funded through PP. We currently have 8 students attending this provision who would have been unable to access mainstream education due to behaviour. 6 of the students are PP. This provision allows these students to remain in education and continue their studies.</p> <p><b>KS3 Saturday school impact</b>  Science tuition – 20 Year 9 students (10 students were PP)</p> <ul style="list-style-type: none"> <li>• 100% made progress comparing DD1 to DD3</li> <li>• 80% made over a grade of progress comparing DD1 to DD3</li> <li>• 50% made over 2 grades of progress comparing DD1 to DD3</li> </ul>
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	<p>Maths tuition – 10 Year 9 students (6 student were PP)</p> <ul style="list-style-type: none"><li>• 91% made progress comparing DD1 to DD3. (The one student who did not, joined the provision in the last couple of weeks before schools returned due to another student vacating a space.)</li></ul> <p>English tuition – 7 Year 9 students (3 students were PP)</p> <ul style="list-style-type: none"><li>• 100% made progress comparing DD1 to DD3.</li></ul> <p><b>100% of all PP students made progress across all subjects.</b></p> <p><b>KS4 Saturday school impact</b></p> <p>45 PP students across Years 10 – 11 accessed Saturday school. When comparing their final GCSE grade to DD1 (DD2 in the case of Year 10)</p> <p>49% (22 students) had made progress across English, maths and science.</p> <p>In our Primary phase for 2020/2021 there were no suspension and no expulsions for any child.</p> <p>No of consequences (red cards) for non-PP: 121   PP: 114</p> <p>For the most serious behaviour book entries: 11 non-PP   9 PP across the academic year.</p> <p><b>Secondary phase</b></p> <table><tr><th>2020/2021</th><th colspan="6">Total Buddy and Isolations by PP or Non PP</th></tr><tr><th rowspan="2"></th><th colspan="3">Pupil Premium</th><th colspan="3">Non Pupil Premium</th></tr><tr><th>Buddy</th><th>Isolations</th><th>Seclusions</th><th>Buddy</th><th>Isolations</th><th>Seclusions</th></tr><tr><td>Autumn T1</td><td>129</td><td>66</td><td>39</td><td>96</td><td>46</td><td>18</td></tr><tr><td>Autumn T2</td><td>217</td><td>88</td><td>72</td><td>116</td><td>46</td><td>13</td></tr><tr><td>Spring 1</td><td>1</td><td>4</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Spring 2</td><td>79</td><td>48</td><td>19</td><td>29</td><td>12</td><td>8</td></tr><tr><td>Summer 1</td><td>285</td><td>123</td><td>64</td><td>167</td><td>55</td><td>35</td></tr><tr><td>Summer 2</td><td>222</td><td>76</td><td>35</td><td>116</td><td>46</td><td>11</td></tr><tr><td>Totals</td><td>933</td><td>405</td><td>230</td><td>524</td><td>205</td><td>85</td></tr></table> <p>The proportion of PP to non-PP is higher and this is reflected in the above secondary behaviour data.</p> <p>The pastoral team contact home for every buddy to make families aware and invite parents in to discuss behaviour and next steps.</p>	2020/2021	Total Buddy and Isolations by PP or Non PP							Pupil Premium			Non Pupil Premium			Buddy	Isolations	Seclusions	Buddy	Isolations	Seclusions	Autumn T1	129	66	39	96	46	18	Autumn T2	217	88	72	116	46	13	Spring 1	1	4	1	0	0	0	Spring 2	79	48	19	29	12	8	Summer 1	285	123	64	167	55	35	Summer 2	222	76	35	116	46	11	Totals	933	405	230	524	205	85
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To ensure that the pastoral curriculum and pastoral leadership, as well as wider school culture, enables disadvantaged pupils to thrive during their time at the school and beyond.	<p>Any impact on attendance is difficult to ascertain due to school closures</p> <p>Material barriers such as PE kit have been removed through bids. At least 39 pupils a week on average accessed kit to enable to participate in lessons.</p>																																																																					

	<p>Trip funding was put to one side and this has now been absorbed into main budget line due to ongoing C19 restrictions.</p> <p>2021: 89% attendance for PP   94% for non-PP  2020: 93% attendance for PP   96% for non-PP  2019: 93% attendance for PP   95% for non-PP  Our attendance officer has worked tirelessly to improve attendance for PP and this was maintained across 2019 – 2020. However, similar to the national picture, attendance for disadvantaged has dipped due to current COVID climate.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*