

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name-	St Elizabeth Catholic Primary School
Number of pupils in school	345 (394 inc. Nursery)
Proportion (%) of pupil premium eligible pupils-	46% (158/345)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Angelina John
Pupil premium lead	Tracy Jennings
Governor / Trustee lead	Tim O'Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,510
Recovery premium funding allocation this academic year	£11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£223,965

Part A: Pupil premium strategy plan

Statement of intent

At St Elizabeth Catholic Primary School, we believe in ‘Inspiring and achieving lifelong learning’ and strive for achievement for all our pupils. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress, and have helped us to plan and implement good intervention strategies. With smaller numbers of pupil premium eligible pupils, value for money is central to sustained improvements in both wellbeing and academic achievement. As a high achieving school set within the context of a deprivation indicator that is below the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. Recognising some of these differences, we have been very clear in our vision that, whilst learning is essential to expenditure, our belief in opportunities in a wide range of experiences such as music lessons and sporting opportunities are integral to opportunity and entitlement.

Our School Improvement Planning for St Elizabeth Catholic Primary School includes clear systems to ensure that any additional funding will impact on children entitled to receive Pupil Premium. This includes good tracking of pupils and the evaluation of additional intervention strategies that will be put in place.

Challenges

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

Challenge number	Detail of challenge
1	Attendance (impacted by engagement with families and school)
2	The impact of lost learning due to the pandemic
3	Parental engagement, understanding of support systems and aspirations
4	Mental health issues for the parents/carers and the child
5	Lack of cultural capital and experiences
6	Communication and social skills - Speech and language difficulties
7	Poverty - housing issues, overcrowding, drug and alcohol abuse

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
Ensure high professional development for every teacher in the school setting, along with Higher Level Teaching Assistants and Teaching Assistants that support learning.	<p>Pupil outcomes will be in line with peers including in National Assessments at EYFS, Year 2 and Year 6.</p> <p>Staff can discuss the impact training has had on their practice and how this has positively impacted pupils who are disadvantaged.</p>
Children acquire key skills in vocabulary, reading, writing and numeracy.	Pupils who are disadvantaged gain the key skills to make progress against age-related expectations and make at least expected progress against St Elizabeth Catholic Primary School Expectations (6 points a year)
Attendance for pupils who are disadvantaged are in line with expected levels.	<p>As a group, attendance is an average of at least 95%</p> <p>Levels of persistent absenteeism is lower compared to previous years.</p>
Pupils who are disadvantaged will access the same broad and balanced curriculum and opportunities as their peers.	Pupils are taught a broad and balanced curriculum. Children participate in a range of activities such as after school clubs, enrichment activities/trips.

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: £13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate Early Career Framework with Early Career Teachers	<p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019)</i></p> <p>School is choosing to support out Early Career Teachers in the current academic year to ensure quality CPD in their beginning of their careers to support the teaching and learning of pupils.</p>	1-7
Continual Professional Development to support Teaching Assistants and support staff development and knowledge.	<p>‘Ensure TAs are fully prepared for their role in the classroom.’ (The EEF Guide to making best use of teaching assistants, September 2021)</p> <p>Our program of CPD runs alongside the School Development Plan to ensure continuity with training and development of our Teaching Assistants. School is committed to providing quality CPD for all staff and encourage Teaching Assistant’s to take up opportunities to develop themselves.</p> <p>An example of this is two Teaching Assistants are undertaking the Early Years Catch Up Literacy Programme. This will support the staff and children in the school by developing capacity of other staff.</p>	1-6
Continual Professional Development to support Teaching staff development and knowledge.	<p>We believe that the best support for all our pupils is through high quality teaching and we invest in this heavily. Continuing professional development comes in a variety of guises e.g. action research, PDM sessions each week. EEF recognises that quality of teaching important driver of pupil attainment and a range of other outcomes.</p> <p>We plan a bespoke CPD programme relevant to the needs of our class teachers. This includes in-house training led by experienced subject leaders and external training provision for specialist areas related to the school priorities.</p>	

<p>Introduction of small steps assessment program for children with SEND</p>	<p>‘Initial teacher training (ITT) and Continuing professional development(CPD) for staff in educational settings should reflect the need for teachers to have a greater understanding of assessing pupils working below the standard of national curriculum tests, including those pupils with SEND who are not engaged in subject-specific learning.’ (Rochford Report, recommendation 7, 2016)</p> <p>At St Elizabeth we have a number of children who have complex SEND needs and as such do not progress at the same rate as their peers nor do they attain age-related expectations. It is essential teachers have the knowledge and expertise to find a child’s starting point and develop a small steps curriculum bespoke to them in order to enable them to make progress.</p>	<p>2-6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £108,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Tutoring</p>	<p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.’(EEF Evidence Report 1:1 Tuition)</p> <p>‘We know tutoring can have a positive impact on pupils’ academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.’ (DFE School Led Tutoring Guidance 2021)</p> <p>In the academic year 2020/2021 the school trialled a tutoring programme where graduates supported small groups of pupils</p>	<p>1-7</p>

	in Literacy and Maths. 67 children took part in the program and 84% of PP pupils made at least expected progress as a result.	
TA support HLTA support	<p>Pupils are supported to make at least good progress and those who have been targeted due to insufficient progress across KS2 will make accelerated progress.</p> <p>The catch-up intervention will target gaps in pupils learning.</p> <p>School data indicated that 77% of PP pupils made at least 6 points (expected) progress in the previous year.</p> <p>Children will make accelerated progress (upto 3 months additional progress in line with findings from EEF) as a result.</p>	1-7

Writing schemes	<p>‘Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils’ planning could be improved by teaching the strategies of goalsetting and activating prior knowledge. The strategies should be described and modelled before pupils practise them with feedback.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.’ (EEF KS2 Literacy Guidance 2017)</p> <p>School have used Talk for Writing for several years with positive impact. The staff have been trained in using the strategy by Natalie Valenzano, the previous Literacy Lead.</p> <p>We will continue to use Talk for Writing in KS1. Refresher training will be in place for new staff. In KS2, staff have been introduced to a new Writing programme. The Write Stuff was piloted in Y6 in 2020-2021 and successfully rolled out across KS2 by Fiona Faulkner, the current Literacy Lead. Full training was provided for class teachers.</p> <p>Experience days are built into The Write Stuff teaching sequence to enhance enjoyment, raise excitement and preparedness for writing. The Write Stuff breaks the learning pathway down into a logical sequence from complete whole,</p>	2,3 and 5
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	<p>shown as a map, then into plot points (narrative) or way points (nonfiction), that are taught as paragraphs or meaning domains respectively. Over time, these sections join up to make a complete piece that lead into independent writing. The Write Stuff enables pupils to understand the different functions of writing. When working on the 'The Thinking Side' they learn to understand this is the space for quick jottings and vocabulary building. In turn, 'The Writing Side' is a space to practise their sentence construction via the support of the teacher's model. They also understand this is part of a larger process of getting ready to show strength in their own independent writing as they move from planning, drafting and editing. The Write Stuff lesson is organised into three learning chunks and within those chunks there is a smaller sequence of delivery. It has been organised in this way so that 'short burst' chunks of learning can occur to avoid overloading of a pupil's working memory. This increases the likelihood of material being retained and also enables pupils to revisit certain aspects e.g. short sentence for impact but applied to a new writing scenario. The Write Stuff is based on whole class direct instruction teaching, however consideration does need to happen for those pupils who need extra support to complete the writing required. The Write Stuff works on the principal of all pupils involved in the learning exchange are tasked to do the same writing but it is the teachers' responsibility to provide extra language sentence scaffolds, frames or additional adult interaction to support those pupils to 'get there'.</p>	
<p>Language Interventions. Nuffield Early Language Intervention (EYFS)</p>	<p>'The Nuffield Early Language Intervention is designed to improve the spoken language ability of children during the transition from nursery to primary school. It is targeted at children with relatively poor spoken language skills. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version.' (Nuffield Early Language Intervention Evaluation report and executive summary February 2016)</p> <p>School have reflected on the cohorts of children entering school and we are aware that children's early speech and language development is presenting as a barrier in higher levels than in previous years. We have analysed evidence of how speech and language early intervention supports pupils in other schools. Based on evidence of positive impact, and in order to strive for high quality intervention for pupils, our school will be taking part in this evidence based /informed program in the Summer term.</p> <p>The impact of children not acquiring early language skills has impacted the number of children gaining GLD compared to previous years (67% academic year 2020/2021) - this is linked directly to early language. These children will be tracked into Year 1 where language provision will continue through the Infant Language Link intervention.</p>	<p>2, 3, 6</p>

SEND teacher	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. We will:</p> <ul style="list-style-type: none"> • promote positive relationships, active engagement, and wellbeing for all pupils; • ensure all pupils can access the best possible teaching; <p>adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</p> <p>Pupils benefit from flexible grouping;</p> <ul style="list-style-type: none"> • cognitive and metacognitive strategies; • explicit instruction; • using technology to support pupils with SEND; <p>scaffolding</p>	1-7
Year 6 Booster Groups for Reading and Maths	<p>'Developing pupils' metacognition can help them to become more effective and independent mathematicians. It is often thought of as pupils' ability to think about their own thinking and learning.' (EEF KS" Maths Guidance 2017)</p> <p>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.' (EEF KS2 Literacy Guidance 2017)</p> <p>'The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.' (DfE The Reading Framework, July 2021)</p> <p>We have seen through our own reflections on practice that some of our pupils require longer to master mathematical skills and build their skills around metacognition- particularly children with slower processing speed. Our Year 6 Reading and Maths groups are planned by fully qualified and experienced teachers and are supported by Teaching Assistants. The impact of these groups has been positive in previous years in terms of progress from pupils starting points.</p>	2,4 and 5

Phonics Catch Up	<p>‘The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.’</p> <p>(DfE the Reading Framework, July 2021)</p> <p>School have responded to the needs of the children year on year with phonics catch up and intervention and cohorts have regularly attained in line with the national average. We have reflected on the new guidance and continue to adapt our practice and resources as required.</p>	2,3 and 5
Reading Catch Up (HLTA/TAs)	<p>‘Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</p> <p>These include:</p> <ul style="list-style-type: none"> • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge. <p>It is important to understand pupils’ current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.’</p> <p>(EEF KS2 Literacy Guidance 2017)</p> <p>‘The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.’</p> <p>(DfE The Reading Framework, July 2021)</p> <p>School use the above evidence and approach to identify pupils who need support with reading early. There is a range of support in place provided to all pupils using staff expertise and evidence-based interventions such as Early Words, Early Literacy Strategy (ELS) and Reading Comprehension Box are used and have been found to have a positive impact for pupils.</p> <p>In response to the updated Reading Framework from the DfE school have invested in new reading material for EYFS and KS1 pupils.</p>	2 and 5

	<p>In addition, we have implemented The Book Hut – where pupils can choose a book to take home and keep. One in four disadvantaged children across the UK has fewer than ten books of their own at home and one in eight has none. (<i>Book ownership, literacy engagement and mental wellbeing</i> © National Literacy Trust 2018).</p> <p>The Children’s Book Project seeks to tackle book poverty and to give every child the opportunity to own their own book. We believe in empowering children to choose a book they are motivated to read and in the power of reading communities.</p> <p>Poverty is by no means the only reason for a lack of books in many homes. Lack of time, negative experiences as a child or lack of confidence about their own reading skills or book choices can all undermine a family’s propensity to own books.</p> <p>Book ownership has been directly linked with improved mental health amongst children and a greater propensity to read for pleasure, whilst reading fluency itself has a significant impact on children’s successful progression through education. By age eleven, there is a 12-month language development gap between children from book rich homes and those with fewer than ten books*. We aim to help tackle the attainment gap arising from low book ownership. We want every child to feel part of their reading community and to identify with books that they have enjoyed.</p> <p>‘Positive early associations with books supports children’s literacy. Long-term, these skills help them to access learning.’ <i>The Children’s Book Project.</i></p>	
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Learning Coaches	<p>‘While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.’ (EEF mentoring guidance 2021)</p> <p>At St Elizabeth, qualified Higher-Level Teaching Assistants are used to support children as Learning Coaches. We recognise the above evidence shows limitations but have found this approach to be positive to pupils as they form positive relationships with trusted adults and this supports the development of a learning mindset and positive relationship with school. The support is both academic and pastoral in nature bespoke to each child.</p>	1-5
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EBP	<p>Sutton Trust and Education Endowment Foundation research has shown that the coronavirus has had a major impact on young people and will have a profound effect on their futures. High quality support is needed more than ever, but with face-to-face programmes unable to go ahead, there is a serious gap in provision.</p> <p>Writing Partners supports Y5-Y6 pupils to engage in the writing process through a pen-pal programme. Pupils received and responded to regular letters from their writing partner. Pupils developed positive relationships and were able to talk about their experiences of the pandemic and how this has impacted on their wellbeing.</p>	5-7
Poetry	<p>Pupils learn to express their emotions through poetry and spoken work. Supports pupils in management of big feelings and emotions.</p> <p>Y1-Y6 pupils engage in whole class sessions. Additional small group sessions for targeted vulnerable pupils, impact on self-esteem and feelings of self-worth.</p>	5-7
Trips, school journeys, activities	<p>This ensures equality of opportunity and is essential that this has a budget heading (see spreadsheet expenditure overview). Our evidence, and wider research, tells us that participation in a wide variety of active, informative experiences can improve knowledge, skills and understanding e.g.</p> <p>Experiences for Writing, Exploring the Arts and Wellbeing; Sporting Events; Year 6 Residential.</p>	5-7

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

Budgeted cost: £89,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentors and Attendance Lead working with Key families.</p> <p>Coffee mornings. First day calling</p>	<p>‘Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.’ (The EEF Parental Engagement Guidance, December 2018)</p> <p>Our Attendance Lead has worked to develop trusted relationships with our families. First day callings support parents with attendance and monitors children so that barriers and intervention/ support can be put into place early.</p>	1-2, 4

for reason for absence for all families.	Attendance for children eligible for Pupil Premium increased from 88% to 92% in Term 6 (2020-2021). We aim for attendance for children eligible for Pupil Premium to increase from 92% to 95% in Term 6 (2021-2022).	
Pupils who are disadvantaged access a broad and balanced curriculum.	As part of our school vision, we strive to provide all children with an equitable curriculum which encourages development academically, emotionally and physically. It is important to us that our children regardless of background or ability have access to a broad and balanced curriculum so they are not further disadvantaged and a balance of quality first teaching alongside targeted and effective intervention is in place.	1-5

Develop an explicit Social Emotional Learning Curriculum.	<p>The EEF recommend teaching Social and Emotional skills explicitly.</p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.’ (EEF 2021)</p> <p>At St Elizabeth we have continually adapted our provision based on the needs of our children and when considering research. We have reflected on the needs within our school, and the SENDCO has worked with outside agencies to incorporate a SEND and Learning Behaviours project based around the Zones of Regulation (a framework designed to foster regulation and emotional control). As a result of this we are developing an explicit curriculum which teaches the skills of self-regulation and social and emotional learning.</p>	1-5
AWO	<p>Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low-income pupils.</p> <p>Pupil absence is no greater than 4.6% and closer to national data for all pupils.</p> <ul style="list-style-type: none"> • We expect pupils to: • attend school every day • attend school punctually • attend appropriately prepared for the day 	1-3

EP	<p>Educational Psychology aims to build and sustain positive change for children, young people and their families across all stages of education. This includes children in the early years. Every child and young person should have the opportunity to succeed as effective learners, confident individuals and engaged and informed contributors to society.</p> <p>The EP promotes early intervention to address concerns at the earliest possible stage and minimise pupil's barriers to learning. This resource promotes psychological wellbeing, inclusion, aspiration and educational achievement across the full range of age and abilities.</p> <p>4 pupils are supported through early intervention. The EP works collaboratively with teaching staff, parents, pupils and other agencies to generate shared solutions to concerns and to facilitate change.</p>	1-4, 6
Play therapist	<p>Emotional, social and behavioural support offered to vulnerable pupils so that they develop mental health strategies and successful learning behaviours.</p> <p>Impact measured through behaviours for learning assessment termly.</p>	1-5
Yoga teacher	<p>Emotional, social and behavioural support offered to vulnerable pupils so that they develop mindfulness strategies to support mental health and successful learning behaviours.</p> <p>Pupils develop their ability to express themselves and talk about their emotions in a positive way during weekly sessions (4 pupils at any time), lunchtime Mindfulness groups and EYFS social skills sessions.</p>	1, 3, 4, 5
Parental workshops and support	<p>Online learning support Google Classroom and Home Learning questionnaires have helped us to develop strategies to help parents support their children at home. We hope to run workshops for parents, led by staff team and external providers where appropriate (e.g. specialists) along with parent-pupil workshops in classrooms. Research suggest that parental involvement is consistently associated with pupils' success at school. St Elizabeth will also try to run workshops from EYFS to ensure early engagement with the school.</p> <p>Parents and families feel supported in knowing how to support their children at home. Supported by Class teachers, Pupil Premium Lead, SLT, EYFS Lead and Learning Mentors.</p>	1-4
Nurture Groups	<p>Groups will have a positive impact on behaviour and wellbeing as it encourages the sharing of ideas, taking turns and positive praise. Pupils will benefit from small group discussion with Learning Mentors.</p> <p>Nurture Groups include Cooking, Gardening and Animation Club.</p>	1, 2, 5
Wellbeing interventions: SWERL;	<p>'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing</p>	1, 2, 5

<p>Rainbows Bereavement Support</p>	<p>which can help readinessto learn.’ (Promoting and Supporting Mental Health and Wellbeing in Schoolsand Colleges June 2021)</p> <p>School has seen positive impact from running the Supporting Wellbeing, Emotional Resilience and Learning (SWERL) programme in the past. We plan to create a pastoral team using accredited and trained members of staff and outsource to NHS services where appropriate.</p> <p>St Elizabeth School participated in SWERL training and a subsequent case study which was included in a national project published by Routledge in 2021. ‘...while mental health and wellbeing issues have been exacerbated by the events of the past year, the case studies and conversations in the book show that education, health and care providers have continued to give invaluable support to young people and their families, as well as to each other.’ <i>How to Maximise Emotional Wellbeing and Improve Mental Health: The Essential Guide to Establishing a Whole-School Ethos.</i></p>	
<p>Supporting access to opportunities which promote cultural capital such as music lessons, sports and Enrichment activities.</p> <ul style="list-style-type: none"> • Thames Music • PE • Extra-Curricular Clubs • Enrichment 	<p>Cultural Capital is defined as, ‘... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’ (OFSTED 2019 paragraph 203).</p> <p>Please see the link to our Curriculum Vision on the school website. We aim to provide all children with equitable opportunities to enhance their experiences and memories in addition to striving for their best possible outcomes so that when they leave our school they are well-rounded pupils and use this grounding well in later life. We wish for our children to be happy and havewell established memories and experiences regardless of background.</p>	<p>1-5</p>
<p>Access to Extended School sessions</p>	<p>In school we have found that offering places in Breakfast Club has had some positive impact on pupil’s attendance. This also supports the pastoral care of children and those who present with difficulty with early starts to the day, linked to Mental Health. Currently, we are seeing a rise in children who have difficulty separating from their parents. This may be linked to an extended period of home learning. Breakfast Club provide a safe place where children can start to prepare for learning in the classroom.</p> <p>After-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils, as reported by Nuffield Foundation.</p> <p>Children who take part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not.</p> <p>NatCen Social Research, Newcastle University and ASK Researchers, funded by the Nuffield Foundation, found taking part in</p>	<p>1, 2, 3 & 6</p>

	<p>activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p> <p>The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted.</p> <p>"Those who attended after-school club one day per week had, on average, a 1.7 point higher actual Key Stage 2 score than predicted based on their prior attainment and circumstances, while those who attended after-school club two days per week had on average a three point higher actual total point score than predicted."</p> <p>We aim to improve academic performance and social, emotional and behavioural skills of pupils.</p>	
Mental Health First Aid Leads	<p>Senior Leaders and Learning Mentors have received MHFA training funded by DFE.</p> <p>We will fund cover and training resources required to support pupils.</p>	1, 3, 4 & 7
Uniform provision	<p>Support with uniform for families who are living below the poverty line. Dignity of the child.</p>	1, 3, 7
Financial support for families	<p>Parents approach when in crisis – direct message.</p> <p>Support staff LM/DSL are aware of struggling families and signpost to SLT.</p>	1, 3, 7
Pop Up Kitchen	<p>Support for families with regular food bags donated by Tower Hamlets food hub. Food bank is publicised in local area and on diocese twitter, word of mouth and regular customers.</p> <p>Large number of staff making use of the support.</p>	3, 7

Total budgeted cost: £ 210,969

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.

Please see review of the 2020-2021 Pupil Premium Strategy using the link below.

<https://drive.google.com/file/d/12sulm5lc83DAFRImHiNsFSsGVonlleWc/view?usp=sharing>

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