

## 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	Nettlesworth Primary School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	34.7% (41 children)
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	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Donna Lee/Craig Graham
Pupil premium lead	Craig Graham
Governor / Trustee lead	Aaron O'Roarty/Diana Barclay

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,145
Recovery premium funding allocation this academic year	£5,945
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	£65,090

# Part A: Pupil premium strategy plan

## Statement of intent

At Nettlesworth Primary, we believe that teaching and learning opportunities meet the needs of all pupils, including those of our most vulnerable pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not. We focus on high quality teaching and effective deployment of staff to support disadvantaged children. Last year particularly, following the national lockdown prompted by COVID19, it is imperative that pupils are supported within school to ensure that any gaps in their knowledge can be addressed quickly and effectively ensuring they have all the tools necessary to make progress.

## Challenges

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

Challenge number	Detail of challenge
1	Communication difficulties (speech and language, writing) Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.
3	Continue to provide targeted interventions for PP pupils who are more able
4	Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills.
5	Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.

6	School does not have a nursery and takes children from a number of different nurseries. As a result, children have a range of experiences and any additional support/intervention provided before reaching school age.
7	Social and emotional issues of some PP children impact on their learning and wellbeing.
8	Parental engagement for some Pupil Premium Pupils is not as strong as for other pupils (ie completion of homework and reading at home)
9	Persistent Absence and lower punctuality rates are lower for Pupil Premium pupils than for other pupils, this affects their attainment.  Improved attendance through working with parents – explain the impact of taking holiday in term time.
10	Narrow life opportunities, aspirations and enrichment experiences

### 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
Improved communication (speech, language writing) through using individualised programs run by TAs.	Improved communication (speech, language writing) through the use of individualised programs run by TA (Speech link)
Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an increased number of children. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.	Higher rates of progress for all children eligible for Pupil Premium

<p>Improved progress/attainment for High achieving PP pupils – target 25% of PP pupils to attain Greater Depth</p>	<p>Improved progress/attainment for High achieving PP pupils.</p>
<p>Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels</p>	<p>Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels</p>
<p>Leading to significant differences between ARE in Maths in comparison with other subjects. Gaps will diminish in 2022.</p>	<p>Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.</p> <p>Some pupils underachieve as a result of persistent absence, some historic, which is a barrier to learning. For some pupils, low self-esteem and levels of resilience can make good progress challenging.</p> <p>In 2019, 60% disadvantaged pupils achieved ARE in maths, leading to significant differences between ARE in other subjects. Gaps will diminish in 2022.</p>
<p>An enhanced transition to enable rapid progress from lower starting points.</p>	<p>An enhanced transition to enable rapid progress from lower starting points</p>
<p>Staff who have been trained to identify and diminish impact of social and emotional barriers through mental health first aid will</p>	<p>A TA is trained in mental health first aid works with staff to identify pupils who will benefit from intervention. She then works with pupils to diminish impact of emotional barriers so that attainment of children with</p>

<p>continue to work with pupils who have anxiety issues</p>	<p>emotional problems improves. Improve the social and emotional wellbeing of identified pupils, and, as a result, positively impact on pupil attainment and progress</p>
<p>Increased parental engagement opportunities so increased links between home, school and community</p>	<p>Develop support for parents so they can support their children</p>
<p>Increase of percentage totals for those in receipt of Pupil Premium funding and a decrease of those who are considered persistent absentees</p>	<p>There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of Pupil Premium children considered as persistent absentees</p> <p>Improved attendance through working with parents – explain the impact of taking holiday in term time.</p>
<p>Staff to provide life experiences linked to topics, through pupil improvement plan, rights respecting council and staff, develop enrichment experiences for children across the curriculum.</p>	<p>Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p> <p>Money / budget to be used supplement and enhance educational visits and experiences across year groups, and to further target wider identified curriculum resources for Pupil Premium children across a variety of curriculum areas in order to aid children's understanding, knowledge and key skills development</p> <p>Increased participation in extracurricular activities to widen opportunities or opportunity to access breakfast club</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: £33,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual support by class teacher or TA</p> <p>See year data</p> <p>£3000</p>	<p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)</p> <p>Research states (EEF) that early intervention and daily activities will on average improve progress between four and 6 months, resulting in positive impacts on early learning outcomes.</p>	<p>1</p>
<p>Designated Pupil Premium Teaching Assistant in liaison with class teachers to identify and target pupil premium children for initiatives and to monitor progress.</p> <p>SEND/CO/DHT to work closely with Designated Pupil Premium Teaching Assistant to identify and support Pupil Premium Pupils</p> <p>Booster classes for Year 2/6 children</p> <p>A published Pupil Premium Strategy outlining how we will spend Pupil Premium</p>	<p>Year 3, Year 4 and Year 6 cohorts have identified a trend of the gap between Pupil Premium and Non-Pupil Premium due to the fact that these pupils also have SEND.</p> <p>1:1 and small group learning will be effective in these classrooms, as suggested by the evidence in the EEF Toolkit.</p> <p>Pupil's books and intervention records will allow reactive changes to be made and the redeployment of resources where required.</p>	<p>2</p>

<p>funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote effective teaching and learning.</p> <p>Leaders and Governors in school will analyse the impact of spending for Pupil Premium children</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny.</p> <p>Children in their cohort will make progress from their starting point.</p> <p>Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant</p> <p>£21 000</p> <p>Release time for middle/senior leaders to monitor progress within their particular subject.</p> <p>£1900</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good</p>		
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<p>progress from their starting points.</p>		
<p>Release time for Subject Leader-opportunities to monitor problem solving and shared practise with schools in local area</p> <p>Access to quality CPD-Opportunities for all staff</p> <p>Subject Leader to participate in County Durham CPD opportunities and shared Moderation</p> <p>£1000</p> <p>To provide 1-1 support (Qualified teacher + Pupil) to accelerate progress and boost attainment for high achieving pupils</p> <p>£3000</p>	<p>In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.</p> <p><b>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</b></p>	<p>3</p>
<p>Individual reading support Lexia reading program</p> <p>Lexia funded by COL</p> <p>Teachers/Teaching Assistants working together to provide quality first teaching</p> <p>Opportunities for staff to learn from each other, complete learning walks</p>	<p>Research into LEXIA as an effective resource to support the development of reading and spelling.</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred</p>	<p>4</p>



<p>and team teaching opportunities.</p> <p>Lesson observations/Work Scrutinies</p> <p>Cohort tracking and data analysis</p> <p>£4000</p>	<p>from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching Assistant to support maths across the curriculum</p> <p>Teacher for booster sessions twice a week.</p> <p>£1945</p> <p>Qualified supply teachers familiar to our school delivering private tuition for two days a week. (school led tutoring grant to pay 75% of costs) for identified children as appropriate.</p>	<p>Work Scrutinies for Maths will demonstrate how much children are achieving at the expected level.</p> <p>These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p> <p>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p>Research shows that Individual learning programmes can improved - EEF toolkit</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which</p>	<p>5</p>

<p>Communication time between tutor and class teacher. communication time between tutor and class teacher.</p> <p>£5220</p>	<p>suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	
<p>Nursery/home visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, Teddy Bear's Picnic, school lunch trial, individual parent meetings in Autumn Term</p> <p>Weekly toddler sessions</p> <p>Almost half of children entering Reception were below or significantly below in Reading. On average, 40% of children were below or significantly below in communication and language and PSED</p> <p>Release time/supply cover/TA cost: Cost: £2000</p>	<p>A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the children to settle</p>	<p>6</p>

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

Budgeted cost: £ 22025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialised CPD for School Mental Health First Aider and HT, including participation in 'Mental Health Trailblazers' program.</p> <p>Continued specialised mental health trained teaching assistant to be available and increase to 5 afternoons per week to provide emotional wellbeing support.</p> <p>Use of computing to help produce some online resources for website</p> <p>Use of educational psychologist, counselling services to provide additional support to vulnerable families within the home environment and within school</p> <p>£1000</p> <p>£3000 contribution to COL (subsidised)</p> <p>£2640 for key staff member to be in Breakfast Club and on site to provide intervention for children and families before the school starts.</p> <p>Sacrison Youth Project Family Well Being Co-ordinator on site once a</p>	<p>Intervention programme based on research showing positive impacts.</p> <p>Reduction in impulsive emotional behaviour – monitor behaviour Improved concentration in lessons resulting in accelerated progress.</p> <p>Decrease in parent concerns regarding individual children</p> <p>Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed. Improving the children's overall emotional and mental health.</p>	<p>7</p>

<p>week to work with targeted families.</p> <p>Additional support from educational psychologist, counselling services</p> <p>CPD and support provided by Alliance staff has ensured targeted and specialist support has been accessed by children who require it.</p>		
<p>Staff CPD of how to support parents</p> <p>£325</p> <p>Support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£1600 resource allocation towards yearly subscription of an Anomaly Screen</p> <p>To engage with parents on children's learning so they can understand and can support children at home</p> <p>Work with referred families on individualised issues which impact upon the child's abilities to access education</p>	<p>Increase in children completing homework activities, as this will provide the opportunity for the children to consolidate their learning.</p> <p>Children's wellbeing is increased as they can show parents at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>8</p>

<p>Support work with parents.</p> <p>Provide a specifically targeted Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a small group setting.</p>		
<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking and attendance information which can be used to deliver appropriate curriculum content.</p> <p>H/T and School Secretary to contact parents by telephone call if they haven't contacted school by 9.30am, on a daily basis, to explain absence</p> <p>Attendance phone calls, on a monthly basis ,to families who are below the 96% target</p> <p>Letters to arrange meetings for those who fall below 90% on a half termly basis</p>	<p>Attendance figures from SIMS will be shared and celebrated with children and parents. This will be adopted as a whole school approach as a way to improve attainment and progress.</p> <p>Continued communication with parents, through newsletters and texts message to ensure that they are aware of any changes to routines or assessment.</p>	<p>9</p>

<p>Certificates and prizes given to children who has 96%+ and 100% attendance on a termly basis.</p> <p>Breakfast club staff to monitor attendance, punctuality and encourage healthy breakfast habits</p> <p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis</p> <p>£600</p> <p>SENDCO to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6100</p> <p>Additional wages covering breakfast club and homework club.</p> <p>£600</p>		
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Additional Resources for engagement in breakfast club		
<p>In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to promote the learning</p> <p>Cost of trips and visitors £3660</p> <p>Cost of transport to visits £2000</p> <p>Cost of releasing staff to supervise on visits £500</p>	<p>The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the perseverance which they children show in their learning.</p> <p>Evidenced by quality of resources available to pupils. Evidence in the range of experiences / visits being offered to children across a variety of year groups within school resulting in an improvement in the quality of work within Literacy and Numeracy.</p> <p>Research shows that pupils who have not participated in an after school club by the age of 9yrs are very unlikely to ever participate.</p>	10

**Total budgeted cost: £65,090**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during 2020 to 2021 academic year and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that 100% pupil premium children made expected progress.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

#### Teaching Strategies

To maintain and increase the number of Pupil Premium children passing the Phonics Screening test and resit test to take place in Autumn Term. Class Timetables have been established and phonics is delivered effectively. Summer Data- Teacher assessment in preparation for Autumn Term showed 15/18 83.3% of the children to pass phonics screening test. Head Teacher and Literacy Lead have taken part in Ruth Miskin phonics training and has been implemented with the rest of the staff during INSET in July

To ensure higher progress rates for pupil premium children, September baseline was completed and progress monitored at the end of each term, interventions reviewed, data analysed for targeted children to measure impact. Catch up Curriculum tuition classes took place for Year 1-6 children after school three times per week. Middle/Senior leaders attend network meetings relating to their particular subject and are released to work with specialist subject teachers at Central/Bothal Primary Schools. Pupil Progress meetings have been held, cohort tracking/data analysed and action plans in place. Individual learning plans/Support Plans have been monitored to ensure impact. Pupil Premium and Non-Pupil Premium children compared to continue to diminish the differences in all year groups for Pupil Premium.

To ensure developing confidence when solving problems and explaining reasoning, progress and cohort tracking monitored, observations and work scrutinies complete. TRG in Great North Maths Hub continue to meet remotely sharing practise and Numeracy Co-ordinator continued to access local authority network meetings. Great North Maths Hub Mastery Maths Action plans put in place. Independent Home Learning Workbooks were purchased during lockdown involving reasoning problems as an additional resource for home learning. TT Rockstars continue to be in place and children from Reception-Year 6 are accessing it at home and school. TT Rockstar competitions and sharing of success continued during lockdown. Numbots (Number bonds) for KS1 is also in place to enable home learning access.

We saw an increase in the number of Pupil Premium children reaching the expected standard in KS2 for Maths (see school assessment data) and maintained and improved the number of



children reaching Greater Depth in Maths at KS2 (see school assessment data) We saw an improvement in the number of Pupil Premium children reaching the expected standard and Greater Depth in KS1(see school assessment data) and maintained and improved the number of Pupil Premium children reaching GLD and ELD in EYFS in maths (see school assessment data) We continued to develop a whole school approach to problem solving to challenge Pupil Premium learners in all year groups(see NACE Assessment Report). All children took part in Maths Day, National TT Rockstar Competition and TT Rockstar Number Day/Party Bus

We continued to maintain and improve the number of children with PPM in KS1 and KS2 reaching the expected standard for writing and maintain and improve the number of children with PPM to reach greater depth for writing in KS1 and KS2. Writing was a focus in NACE re-accreditation assessment (see NACE report)

### **Targeted Intervention**

Attendance continually monitored and analysed for key trends. Whole School Attendance to continue to increase. (Autumn Term at 96.2%) HT and Attendance Team are working with targeted families to improve attendance of disadvantaged pupils. Case studies of identified children. Targeted support in maths is in place and three after school catch up sessions are given to Year1-6 children. Weekly assemblies held to celebrate success and weekly updates on school website. Updates published in parent newsletters. Improvement in punctuality and most children in school ready for challenge/Maths time. Whole School Attendance in Spring Term (Currently at 96.4%). Remote Learning was consistently monitored and vulnerable children were offered a place at school as well as targeted children during lockdown to support learning. Targeted support in maths is in place and three after school catch up sessions are given to Year1-6 children again after Easter Holidays. Whole School Attendance continued to increase. Summer Term (Currently at 97.5%) We still are receiving some applications for term time holidays which are unauthorised unless it is exceptional circumstances. We also work closely with Attendance Team to support families, whose child's attendance is below 90%.

We have worked closely with Selby Cottage and other nurseries to enable smooth transition of some of our new reception children. We created a virtual lockdown transition page and held social distancing visits and meetings. Our EYFS Lead continues to establish links with local nurseries. Nursery discussions regarding individual needs were arranged via virtual means. Transitional visits have took place. Extra transition visits/meetings were arranged for individual children. Visits from toddlers-Little Stars-community centre have taken place. EYFS Lead delivered phonics lessons.

### **Wider Strategies**

To increase parental engagement and improve the social and emotional well-being of identified pupils, pupil progress meetings were held. NSCG organised successful Halloween Treats and Christmas Party for the children. Virtual Harvest Festival was watched by many parents. Virtual Christmas Productions and a Christingle Service was watched via school website engaging families and the community. Increased Early Help involvement with identified families. New Cornerstones Curriculum offered parents opportunities to virtually celebrate children's work in expression time. Regular telephone calls and emails to parents during periods of lockdown and school return. Arranged socially distanced and outdoor meetings occurred when necessary. Cornerstone Curriculum Showcase events for parents/carers are on

class activity page via school website. Telephone Parent Appointments took place to discuss individual targets and end of term reports. KS1/2 SATs and Phonics Screening information for parents are shared via website and newsletters. Easter Egg Competition was held with children and shared virtually with parents. Key Member of staff in Breakfast Club provided intervention in class bubbles. Individual Consultations have taken place in mental health programme and support/intervention is taking place for targeted children. Mental Health First Aider has attended various training throughout lockdown

To develop support for parents so they can support their children, progress of individuals tracked through liaison with Early Help, Breakfast Club and homework club. Anomaly has mental health content displayed on our screens. The school environment can have a significant effect on a young person's mental health. Anomaly provides content that equips children with the understanding they need to process their mental health and the compassion they need to help others. The unique, outdoor system can help schools, community cohesion, global citizenship and parent communication, whilst addressing the important issues in young peoples' daily life. The content on the board also promotes ways in which parents can help their children with learning and homework etc. Support for Home Learning was offered via telephone calls/email/website and support in place for referred families. Resources and locations of support/advice was shared via website/text message. Food parcels arranged for families who needed. Weekly contact via telephone, home visits was in place via lockdown. You Tube channels provided by teachers were in place to explain concepts of learning to help support remotely via lockdown. Family Well-being Co-ordinator from Sacriston Youth Project is in place as additional support to help families with finance, support etc

To continue to increase attendance percentage for pp children, attendance was continually monitored and analysed for key trends. Attendance continued to increase and case studies of identified children were produced. Weekly assemblies are held to celebrate success and weekly updates on school website. Updates published in parent newsletters. Improvement in punctuality and most children in school ready for challenge/Phonics time Support in place for identified families. Whole school community addressed attendance as a key step to improved attainment- letters to parents, teachers monitoring class attendance and School Office, shared success on website and in assembly. Attendance analysed and support in place for identified families.

Cornerstones Engagement experiences were arranged as school visits to enable enriching experiences when children returned to school. World Book Day- Virtually. Mascot to celebrate children's return to school. Ice cream van visit end of term, History Bloke- workshops to Key Stage 2, Science/Maths Day, Sporting events/coaches were examples of experiences arranged in order to stimulate learning.

## 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?	

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

<b>Activity</b>	<b>Summer 2022 Evaluation</b>	<b>Committee Date</b>
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

**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.*