

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	Bristnall Hall Academy
Number of pupils in school	967
Proportion (%) of pupil premium eligible pupils	38.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	December 2021
Date on which it will be reviewed	Spring 1 2022
Statement authorised by	Principal- Mr. K Uppal
Pupil premium lead	Ms. Rubina Begum
Governor / Trustee lead	Carolyn Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,440
Recovery premium funding allocation this academic year	£55,781
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£407,221

Part A: Pupil premium strategy plan

Statement of intent

Our vision for Pupil Premium is to ensure that students from disadvantaged backgrounds are able to access an enriching curriculum, achieve and attain excellence, as well as having ambitious aspirations throughout their education and beyond.

We have an unrelenting ambition to tackle and overcome the barriers and obstacles faced by students from low income families, by creatively utilising Pupil Premium to ensure that we focus on:

- Providing students with an extensive network of support to ensure that they are attending everyday;
- Offer a rich and engaging school experience in which students are willing partners in, and leaders of their own learning;
- A curriculum that opens up doors as opposed to closing them;
- A curriculum that enables all students to stand out nationally through enhanced academic and extra-curricular opportunities;
- A curriculum that promotes the highest standards for all our learners;
- A curriculum that equips learners with the necessary life skills and values to become confident and responsible citizens who have the reliance to flourish in the face of adversity;
- Every disadvantaged learner, through engagement with external partners, has an annual experience that is financially out of their reach;
- Provide every child with an inspiring, rich extracurricular experience that is accessible by all;
- That learners see success as achievable, where they do not use “because” in an attempt to explain underperformance but rather “despite” when considering the barriers they have overcome in order to be successful.

Challenges

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

Challenge number	Detail of challenge
1	Low starting point at the start of KS3- Fig below National average
2	Curriculum deficient as a result of Covid19 Lockdown(s) and remote online learning. Various skills and knowledge were not developed thoroughly, as a result of Covid19 Lockdown.

3	Low levels of Literacy and Numeracy.
4	High levels of deprivation, resulting in limited knowledge of social and cultural capital.
5	Low aspirations for some PP student. Low levels of storage strength and retrieval fluency of key knowledge.
6	Some low attendance, especially in KS3- Covid19 and Lockdown(s) has impacted this significantly.

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
Students will engage in a balanced knowledge rich curriculum and attain well (1&2).	Improve outcomes for all and close the attainment between PP and NPP students in KS3 and KS4.
The attainment gap in English and Maths is consistently closed during KS3 studies. All students attain well in English and Maths and make more than expected progress at the end of KS4 (2&3).	The English and Maths attainment gap of PP students close to that of NPP students by the end of KS4.
Provide enriching experiences and exposure to inspirational speakers and role models. Close the social and cultural knowledge gap. Remove financial barriers and improve outcome for all. All students to attain well with increased levels of knowledge and effective retrieval strategies. (4&5)	Improve outcomes for all and close the attainment between PP and NPP students. Above national average for Attainment and Progress 8
Improve attendance and punctuality of all students (6)	Improve attendance and punctuality of all students

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: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching: <u>Lead Practitioners</u> deployed to teach classes that have a high number of PP.</p> <p>£180,000</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.” EEF PP Guidance 2019”</i></p> <p>Lead practitioners are also part of the TNG meetings from Bristnall for the Trust, thus allowing them to collaborate with other colleagues from the Trust and then share best practise from these meetings to all staff. The impact of collaborative approaches on learning is consistently positive. Many of the LPs are also exam markers.</p>	1, 2, 3
<p><u>Knowledge organisers</u> across the curriculum for all year groups, every half term</p> <p>£30,000</p>	<p>https://classteaching.wordpress.com/2018/09/14/using-knowledgeorganisers-to-improve-retrievalpractice/</p>	4, 5

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

Budgeted cost: £128,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intervention</u> and support for students not on track.</p> <p>£20,000</p>	<p>Intervention and support for students not on track to achieve targets across range of subjects: tutoring and online blended learning resources. Provides support to parents and careers. Best prepare students for the demands during terminal examination; Help cover additional and</p>	1, 2, 3, 4

	<p>high order content and build in revision techniques.</p> <p><i>“Disadvantaged pupils benefit more from additional school time”. EEF Extending school time</i></p> <p><i>“When a classroom intervention program is established, managed and utilized effectively, the benefits are felt at every level, and students are given the opportunities they need to succeed in their education”.</i></p> <p>https://www.theedadvocate.org/types-of-classroom-interventions/</p>	
<p><u>Revision during out of school</u> hours and Sunset sessions</p> <p>£30,000</p>	<p>Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in closing the attainment gap.</p> <p><i>“Disadvantaged pupils benefit more from additional school time” EEF Extending school time</i></p>	1, 2, 3, 4
<p><u>Literacy coordinator</u> role in place to lead on literacy strategies and raise the profile of literacy across the curriculum.</p> <p>£2,550</p>	<p><i>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/Secondary_Literacy_Vignettes.pdf</p>	3
<p><u>Reading coordinator</u> role in place to lead on reading strategies and raise the profile of reading across the curriculum.</p> <p>£1,500</p>	<p><i>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/Simple_View_of_Reading_2021-11-15-083742_dwzx.pdf</p>	3
<p><u>Numeracy coordinator</u> role in place</p> <p>£2,550</p>	<p>https://core.ac.uk/download/pdf/10885317.pdf</p>	3
<p>Education City software- <u>numeracy resources</u></p> <p>£1,500</p>	<p>https://core.ac.uk/download/pdf/10885317.pdf</p>	3

<p><u>PP Coordinator</u> to share evidence-based data, research and strategies for staff to address and apply with staff.</p> <p>£5,477</p>	<p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit?id=138&t=Teaching%20and%20Learning%20Toolkit&e=138&s=</p>	<p>1, 2, 4, 5</p>
<p><u>Academic Coaches</u> to mentor and academically support identified students.</p> <p>£25,000</p>	<p><u>Academic Coaches</u> to mentor students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2 and 3 (particularly after Covid19 Lockdown). *English and Maths coach pending. https://www.understood.org/en/school-learning/tutors/types-of-tutoring/the-difference-between-tutoring-and-academic-coaching</p>	<p>1, 2, 3</p>
<p><u>Literacy codes</u> in books.</p> <p>£2,000</p>	<p>Used across the curriculum, allowing students to instantly recognise and interpret.</p> <p><i>“Using marking codes can also be an effective way of speeding up the marking process and setting consistent codes at a whole school level is worth considering.” EEF KS3/4 Literacy Guidance.</i></p>	<p>3</p>
<p><u>Residential support- Humanities</u></p> <p>£2,500</p>	<p>The Council for Learning Outside the Classroom: The ‘places’ where learning happens can have a significant effect on how a young person engages with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, on mountain tops and rivers, in Britain’s remote places, or elsewhere in the world. https://www.lotc.org.uk/what-is-lotc</p>	<p>4</p>
<p><u>Residential support- MFL trip.</u></p> <p>£2,500</p>	<p>Research, such as the Sutton Trust’s report on life skills in October 2017[1], also overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and the social skills and networks gained from this activity enables them to thrive both in and out of the classroom, as well as in later life. Without this, they do not reach their full potential and they are significantly less likely to attend University or access a skilled career. Sutton Trust. Life Lessons: Improving essential life skills for young people:</p>	<p>4</p>

	http://www.suttontrust.com/researchpaper/life-lessons/	
<u>DT disadvantage fund.</u> £3,000	<i>Pay for pupils' ingredients... because it is "hard for parents to buy ingredients in one-portion quantities", and to "stigma" for children whose parents "struggle to afford them". - https://schoolsweek.co.uk/national-food-strategy-the-recommendations-for-schools/</i>	4
<u>Academy Attendance Officer.</u> £25,000	To re-address Covid19 deficient. To also continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students.	6
<u>Attendance incentives.</u> £5,000	<u>Attendance incentives</u> to raise attendance and lower persistent absences. https://www.attendanceworks.org/resources/messaging/incentives/	6

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

Budgeted cost: £59,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Achievement Evenings</u> for students and parents. £15,000	Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy. https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/parental-engagement	2, 4, 5
<u>Students stationary-</u> students will be provided with all necessary equipment on the first day to ensure a prompt and purposeful start to learning. £3,000	https://schoolsweek.co.uk/remote-education-laptops-roll-out-vital-but-pupils-need-pens-and-paper-too/	4
<u>Transition Summer school for PP Students Year 6 and Year 7.</u>	<u>Transition Summer school for PP Students Year 6 and Year 7-. Transition summer school and holiday intervention</u>	1, 2, 4, 5

£20,000	to close the attainment gap from KS2 to KS3. "On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress compared to similar pupils who do not." EEF: https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=148&t=Teaching%20and%20Learning%20Toolkit&e=148&s=	
<u>Lunch time reading club.</u> £200	"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." EEF KS3/4 Literacy Guidance https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/Simple_View_of_Reading_2021-11-15-083742_dwzx.pdf	3
<u>Music SIPS education and tuition</u> £3,000	To give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy. "Schools to expand their cultural offer through Pupil Premium, so that all pupils can take part – particularly disadvantaged or struggling children". https://www.teachwire.net/news/disadvantaged-pupils-need-more-arts-education-not-less	4
<u>Hardship Fund to support students and families.</u> £6,500	Support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school.	4
<u>Duke of Edinburgh.</u> £4,000	<u>Duke of Edinburgh.</u> Provide enriching experiences and gain new life skills. Pupil progression increased- pushing personal boundaries, gaining new life skills and enhancing their CVs and Post applications "Young people make positive changes to their lives and communities by participating in the Award". https://www.dukeofed.org/ourimpact	4, 5
<u>Staff Bidding</u> £2,000	<u>Staff Bidding</u> staff in various areas around the academy are given the opportunity to bid for funding to give PP student an opportunity to raise their	4, 5

	aspiration and provide them with an enriching opportunity.	
<u>Breakfast Club</u> £6,000	<p><u>Breakfast Club</u> to give every student access to a breakfast every day free of charge- pending Government guidance, Jan 2021 at the latest. We want to ensure that students are fuelled and energised, ready for the days learning.</p> <p>45% of schools recently survey said that their club has improved attendance.</p> <p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</p> <p>More positive evidence comes from Magic Breakfast's head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly agreed or tended to agree with the statement that their children were less likely to take time off school.</p>	4, 6

Total budgeted cost: £398,277

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.

Review: last year's aims and outcomes **2020-2021**

Aim	Cost	Outcome	Evaluative Summary
<p>Priority 1: Gaps in knowledge and skills as a result of Covid19 Lockdown.</p> <p>a) Quality first teaching: <u>Lead Practitioners</u> deployed to teach classes that have a high number of PP.</p>	£170,000	Lead Practitioners on Key intervention groups who have also delivered whole staff PD on how to support PP students.	<p>Continue implementing approach with more of a focus on KS3 classes so that improvements are targeted early with all year groups, especially now due to Covid and lockdowns.</p> <p>Success of Lead Practitioners has allowed Bristnall Hall to maintain the SSAT Lead Practitioner accreditation.</p>
<p>b) <u>Intervention</u> and support for students not on track to achieve targets across range of subjects: tutoring and online blended learning resources. Provides support to parents and careers.</p>	£20,000	<p>Approximately 100 students in year 9/10 received 1:1 or 3:1 small group tuition through tuition partners MyTutor and Brilliant Club with nearly 60% targeted at PP students.</p> <p>Online Sunset Sessions (evening revision sessions) delivered through Teams by staff members.</p>	<p>Continue implementing approach. Intervention groups will now change every half term based on data.</p> <p>Online 'Sunset Sessions' during the evenings will also be delivered by various subjects on TEAMS.</p>
<p>c) <u>Revision during out of school hours</u> to support students in assessments and examinations to support disadvantaged students in closing the attainment gap</p>	£25,000	Revision sessions at Christmas, Easter, Half Term and after school to support students progress and attainment.	<p>Continue implementing approach for all GCSE subjects.</p> <p>Online 'Sunset Sessions' will be delivered by various subjects on TEAMS.</p>

<p>d) <u>Achievement Evenings</u> for students and parents. Revision Resources for Key Stage 4 to give all students equal access to revision materials and to improve collaboration between home and academy.</p>	<p>£7,000</p>	<p>Achievement afternoon held in September 2020 with students where we provided all the revision guides they would need and followed up with revision skills online through Teams.</p>	<p>Students used well with homework tasks and helped with parental engagement. Subject areas increased use of these during morning revision sessions, live TEAMS lessons to continue to add to their knowledge.</p>
<p>e) <u>Students stationary-</u> students provided with all necessary equipment on the first day.</p>	<p>£2,000</p>	<p>All students provided with a pencil case with all stationary required at the beginning of the academic year with literacy boxes being topped up in classrooms throughout the year to ensure students who needed stationary had access to it through the year.</p>	<p>Continue implementing approach.</p>
<p>f) <u>Transition Summer school for PP Students Year 6 and Year 7-. Transition summer school and holiday intervention</u> to close the attainment gap from KS2 to KS3.</p>	<p>£15,000</p>	<p>Got attendees KS3 ready. Increase in social interaction with staff. Learnt about academy rules. Delivered sessions on the arts, literacy, numeracy and dance and meet academy expectations.</p>	<p>Well attended, especially as a result of multiple lockdowns last academic year Will continue implementing approach to ensure that we begin closing the attainment gap very early on.</p>
<p>Priority 2: Low levels of Literacy and Numeracy a) <u>Literacy coordinator</u> role in place and embedded to lead on reading and literacy specific strategies.</p>	<p>£2,550</p>	<p>Increased understanding of texts, developed their vocabulary and written responses.</p>	<p>Use of red highlighters have been implemented throughout the academy in all subjects.</p> <p>Reading club was very well attended, especially by KS3 students. Will need target KS4 and will continue this year</p> <p>GL assessments to take place in September 2021 to identify where reading Maths and English intervention is required as students will not have completed</p>

			<p>Year 6 SATs. Could do this termly.</p> <p>Have appointed a Reading Coordinator to raise the profile of reading throughout the academy.</p> <p>The development of oracy skills will be shared with staff.</p>
b) <u>Numeracy coordinator</u> role in place and embedded to lead on numeracy specific strategies, as well as raising the profile across the academy.	£2,550	Hegarty maths launched and has been very successful with students. They use it for revision and homework. They are also confident using it to review specific topics and skills.	<p>Hegarty Maths has been very successful. Will continue to utilise.</p> <p>Continue implementing approaches/ sessions whole school during form times.</p>
c) <u>Literacy codes</u> used across the curriculum.	£2,000	Literacy codes resources printed for all students and in exercise books with A3 posters in all classrooms within each department to ensure students familiar with codes and helping to improve literacy.	<p>Students are familiar with the literacy codes and the zero tolerance words in various subjects.</p> <p>Get staff to show how well their students are applying these literacy skills via marking and sharing their class/ student work by sharing their feedback logs.</p>
d) <u>Academic Coaches</u> to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2 and 3 (particularly after Covid19)	£53,000	<p>Academic coaches assigned to intervention groups to work with targeted PP students.</p> <p>GL assessment identified key areas of focus for KS2→KS3 students.</p> <p>Academic mentor also successfully sourced through National Tutoring Programme who worked with key students</p>	Academic coaches continued working with students after lockdown. This will continue this year to ensure that students that are significantly behind make accelerated progress, especially those in KS3.

Lockdowns). *English coach pending.		successfully in History department.	
e) <u>Lunch time reading club.</u>	£200	Targeted students successfully attended reading club.	This continued in year group bubbles and will resume again this year, in the library, with students from all year groups.
f) <u>National Literacy Trust.</u>	£150		Could not run due to lockdowns.
<p>Priority 3: High levels of deprivation, resulting in limited knowledge of social and cultural capital.</p> <p>a) <u>Knowledge organisers</u> across the curriculum for each SOW/ skills covered (This strategy was also applied to Priority 4)</p>	£5000	Knowledge organisers were printed within subjects and issued to students. During lockdown they were made available online through Teams meaning students could successfully access key knowledge.	Staff continued to develop knowledge organisers in their departments since Covid19 and during lockdowns. They continued to receive guidance and training from RB on how to implement them into everyday practise in lessons to ensure they are being utilised effectively. They were made available to student electronically. Moving forward for September 2021, students will be given a printout of all the KO in their year group, for each half term.
b) <u>PP Coordinator</u> shared evidence-based data, research and approaches (from EEF) for staff to apply in the classroom.	£5,477	The effectiveness of Knowledge Organisers have been shared and discussed with all staff. Staff from all areas created them in line with their schemes of learning so that they were knowledge rich and highlighted the skills required. They were all printed and uploaded on TEAMS for students to use and refer to during lockdown.	RB went on maternity leave from Oct last academic year. Once back off of maternity, she will continue to share evidence-based data, research and approaches with all staff during department PDs with ELT, as well as sharing strategies online with both staff and students. (This strategy will also apply to Priority 4).

			<p>Tried and tested methods from last year. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>KO will now be printed per half term for each year group so that we are not cognitively overloading them with all the information for the year.</p> <p>RB to relaunch RADY whole school, especially with the deficit with new Y7 students coming in at the start of last academic year and this year.</p>
c) <u>Residential support-Humanities</u> to support achievement and give students equal rights of access to enrichment opportunities.	£1,500	This booking has transferred to 2022	Cancelled- Did not take place as a result of Covid19 Lockdown. Students were given virtual sessions instead.
d) <u>Residential support-MFL</u> trip to support achievement and give students equal rights of access to enrichment opportunities.	£1,500	This booking has transferred to 2022	Cancelled- Did not take place as a result of Covid19 Lockdown. Students were given virtual sessions instead.
e) <u>DT disadvantage fund</u> to give all equal	£3,000	All students have had access to ingredients and were able	Continue implementing approach- Pupil voice in

opportunities around practical work. Removed financial barriers that prevented students from participating.		to access practical lessons in the technology block.	KS3 High student participation in subject in KS4 when taking as option. Food ingredients purchased for students and only a voluntary contribution requested. Means ALL students cook and less waste.
f) <u>Music SIPS education and tuition</u> to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.	£3,000	These lessons re-commenced in the summer term successfully with a number of students progressing through the graded music examinations process.	Continue implementing approach with a focus on improving student attainment in KS4.
g) <u>Hardship Fund</u> to support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school.	£6,500	No student at any point went without correct uniform with the full range of uniform including socks, shoes etc. being provided where needed. As a result, all students felt inclusive nature of the academy.	Students meet the high uniform standards and whole school expectations within the school. Continue implementing approach.
<u>Priority 4: Low levels of storage strength and retrieval fluency of key knowledge. Low aspirations for some PP students</u> a) <u>Knowledge organisers</u> across the curriculum for each SOW/ skills covered (This strategy was also applied to Priority 3 above).	(same as amount stated in Priority 3 above)	Knowledge organisers were printed within subjects and issued to students. During lockdown they were made available online through Teams meaning students could successfully access key knowledge.	
b) See <u>PP Coordinator</u> targeted academic support above.	(same as amount stated in Priority 3 above)	The effectiveness of Knowledge Organisers have been shared and discussed with all staff. Staff from all areas created them in line with	

		their schemes of learning so that they were knowledge rich and highlighted the skills required. They were all printed and uploaded on TEAMS for students to use and refer to during lockdown.	
c) See <u>DT disadvantage fund</u> targeted academic support above.	(same as amount stated in Priority 3 above)	All students have had access to ingredients and were able to access practical lessons in the technology block.	
d) See <u>Music SIPS education and tuition</u> from above.	(same as amount stated in Priority 3 above)	These lessons re-commenced in the summer term successfully with a number of students progressing through the graded music examinations process.	
e) <u>Duke of Edinburgh</u> . Provide enriching experiences and gain new life skills.	£3,000		Delivered online. DofE achieved in terms of hours. Pupil voice. Gaining new skills and enhancing their CVs and application into Post 16s ventures and institutions. Continue implementing face-to-face.
f) <u>Staff Bidding</u> staff in various areas around the academy given the opportunity to bid for funding.	£1,000	No bidding took place as a result of lockdown.	Some staff bid for funds but lockdown had an impact on staff uptake. Continue implementing now
Priority 5: Some low attendance, especially in KS3- Covid19 and Lockdown has impacted this significantly. a) <u>Academy Attendance Officer</u> - to re-address Covid19 deficient. To also continue to monitor Costed in Priority 3 and raise attendance, as well as	£22,000	<u>Attendance figured for 2020-2021</u> Whole school: 93.9% Local authority: 92.5% National average: 94.5% <u>PP:</u> Whole school: 91.7% Local authority: 89.4% <u>NPP:</u> Whole school: 95.4% Local authority: 94.5%	Attendance figures were at and sometimes above national average, early last year (Sept 2020) when year groups were in bubbles. PA figures were very low too. Continue implementing approach. There will be a focus on PP SEN K students who have become PA.

lower persistent absence of disadvantaged students.			
b) <u>Attendance incentives</u> to raise attendance and lower persistent absences.	£1,000	Students successfully took part in the 25 day attendance challenge at each half term leading to sustained attendance.	Continue implementing approach.
c) <u>Breakfast Club</u> to give every student access to a breakfast every day free of charge- pending Government guidance, Jan 2021 at the latest. We want to ensure that students are fuelled and energised, ready for the days learning	£3,000	Students who arrived to school from 730 onwards were provided with free breakfast.	As a result of bubbles, open Breakfast club in the LSH did not continue from the start of the academic year. Instead, students were able to get some from various point situated outside on the playground. With the canteen now completed, it will commence once again.

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.