



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged 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 Margaret Clitherow Catholic Voluntary Academy
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils <a href="#">Number as of June 2023</a>	F1 = 6 (25%) F2 = 3 (10%) Y1=4 (13%) Y2=5 (17%) Y3=5 (17%) Y4=9 (30%) Y5=5 (19%) Y6=2 (7%) Total = 39 (17%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2021- 2022 <b>December 2022-2023</b> December 2023-2024
Date this statement was published	December 2022 <a href="#">(Updated June 2023)</a>
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs S Sweeney-McGinty
Pupil premium lead	Mrs S Sweeney-McGinty
Governor / Trustee lead	Patricia Bradley

### Funding overview

Detail	Amount <a href="#">Updated for 2022-2023</a>
Pupil premium funding allocation this academic year	<del>£33,625</del> <b>£35585</b>
Recovery premium funding allocation this academic year	<del>£3,770</del> <b>£3698</b>
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	<del>£37,395</del> <b>£39283</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Margaret Clitherow Academy, the pupil premium strategy is designed to ensure that all pupil premium children achieve their full personal and academic potential. We endeavour to put Christ at the centre of everything we do at St Margaret Clitherow and ensure that children are aspirational, resilient, respectful, and tolerant global citizens who have a life-long love of learning.

We are passionate about promoting ambition and equality for all our pupils and supporting their mental wellbeing, physical health, and social skill development. We recognise that a large proportion of our pupil premium children do not build-up their cultural capital outside of school. We understand and acknowledge the challenges faced by some of our families and recognise that a large proportion of our pupil premium children do not build their cultural capital outside of school. We strive to provide enrichment opportunities that inspire and motivate children to engage in their learning. These include providing support with funding residential trips; establishing a comprehensive extra-curricular programme for all children and ensuring high quality teaching for all.

A key lever within the pupil premium strategy is to increase the attendance of a few pupil premium children who are persistently absent. By implementing a clear Attendance policy and Trust wide target of 97%; establishing a systematic monitoring system to identify persistent absence and offering targeted challenge and support to these families to improve attendance.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

St Margaret Clitherow's aims for disadvantaged pupils are:

- To ensure disadvantaged children have access to high quality teaching and learning opportunities which meet their needs.
- To use diagnostic tests to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal
- To provide children and families access to an Attendance Officer.
- To provide children with access to trained Mental Health First Aiders.
- To ensure disadvantaged pupils are challenged in the work that they're set
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Reading</u></b></p> <p>48% of disadvantaged pupils are currently working below the expected level in Reading compared to 30% non-disadvantaged children. This proportion has significantly increased since Covid closures.</p> <p>Key stage 2 Reading SAT 2022 100% of PP children achieved EXP.</p> <p>Key Stage 1 Reading 2022 50% (2/4) achieved EXP.</p> <p>STAR Assessments show Reading Ages are increasing for all but 1 PP child (Last assessed 24<sup>th</sup> April 2023).</p> <p>All children now have small group Guided Reading Sessions inline with EAYF and Key Stage 1 “Little Wandle” Guided Reading Structure.</p> <p>Reading Events take priority in the school. Throughout the year, the English lead has led several reading events such a competitions, World Book Day and Reading Celebration Evening to celebrate our love of Reading.</p> <p>Children are encouraged to read at home. All children have a Reading Diary which is monitored by class teachers.</p> <p>The bottom 20% of readers are heard read at least 3 times a week.</p>
2	<p><b><u>Phonics</u></b></p> <p>Over the past three years, 25% of disadvantaged children did not pass the Year 1/2 phonics check.</p> <p>In Year 1 Phonics 2022, 60% of PP children achieve EXP which is in line with LA and below national of 62%. Disadvantaged children read on average 32.8 words correctly which is 6.1 above the LA average number of words for Disadvantaged pupils.</p> <p>The school started the DfE accredited “Little Wandle” Phonics scheme in January 2022. Staff in Key Stage 2 have had the catch-up intervention training to fill the gaps in Key Stage 2.</p>
3	<p><b><u>Maths and Writing</u></b></p> <p>48% of disadvantaged pupils are currently working below the expected level in Writing compared to 35% of non-disadvantaged children. 44% of disadvantaged pupils are currently working below the expected level in Maths compared to 28% non-disadvantaged children.</p> <p>The White Rose Maths scheme is used as a tool and deepening understanding as a resource for all teachers to help with a consistent approach to Maths lessons.</p> <p>The English lead has researched good practise and amended the Writing system so children work through the acronym “WRITER” as they write. This promotes an independence for children in their writing.</p> <p>Vocabulary is a focus in every lesson in the curriculum to enable all children to broaden their vocabulary.</p>
4	<p><b><u>Attendance</u></b></p> <p>Attendance of disadvantaged pupils is approximately 3.88% lower than for non-disadvantaged pupils. 5/27 disadvantaged children’s attendance is below 90% with a further 3 disadvantaged children’s attendance being below 95%.</p> <p>A new OLOL Trust Attendance Policy was introduced in February 2023.</p> <p>Attendance is a standard agenda item on the new “Working in Partnership” Weekly Sway Newsletters (Introduced October 2023).</p> <p>Attendance has a high priority in the school reported to staff, children and parents every week, with Attendance Prizes handed out for the class with top attendance each week.</p> <p>Reception to Year 6 PP Attendance for 2021-2022 was 93.51% compared to 96.21% Non-PP. (-2.7%) (An improvement of 1.18%)</p> <p>Year 1- PP Attendance for 2021-2022 was 94.42% compared to 96.16% Non-PP. (-1.74%)</p>

	<p>Reception to Year 6 PP Attendance for August 2022-May 26<sup>th</sup> 2023 is 94.50% compared to 95.90% Non-PP. (-1.4%)</p> <p>Year 1-Reception PP Attendance for August 2022-May 26<sup>th</sup> 2023 is 94.42% compared to 96.16% Non-PP. (-1.74%)</p> <p>PP Persistent Absentees for 2021-2022 was 18.18% (6 pupils) compared to 6.7% for the Whole cohort.</p> <p>PP Persistent Absentees for August 2022-May 26<sup>th</sup> 2023 is 8.33% (3 pupils) compared to 7.10% for the Whole cohort.</p>
5	<p><b><u>Emotional and Mental Health</u></b></p> <p>Disadvantaged pupils are disproportionately affected by external challenges which risk preventing or limiting access to school or broader learning, including social and emotional challenges (with approximately, 41% accessing Mental Health First Aider support in 2020-2021).</p> <p>Children continue to access four mental health first aiders.</p> <p>Behaviour support has provided six hours of training on Emotional Literacy and Restorative Justice. Children are taught the importance of looking after their mental health and given strategies to support good wellbeing such as weekly Fitness Lessons for Key Stage 2.</p> <p><b>Next Steps:</b></p> <p>September 2023 we will train at least one ELSA to support children who need extra support</p> <p>Advent 2023 staff will receive Rainbows Training to further support children with needs such as loss and separation.</p>
6	<p><b><u>Enrichment Opportunities</u></b></p> <p>Pupils from disadvantaged families have greater difficulty in contributing voluntary funds to school trips, extra-curricular activities and residential visits.</p> <p>All PP pupils are invited to Breakfast Club Free of Charge and to attend any after school club to enhance our curriculum offer. We offer Multi-Skills Club, Choir, Movie Club, Drama, Games Club, Arts and Crafts, and Arts Club.</p> <p>100% of Year 6 PP children are attending the Year 6 Residential to the Briars to support children with Year 7 Transition. All PP pupils are offered support to fund trips and activities.</p>
7	<p><b><u>Behaviour and Culture</u></b> (New for 2022-2023)</p> <p>Pupils are taught explicitly what good behaviour looks like and where adults expect impeccable behaviour regardless of a pupils' background. Where good habits are shaped and bad ones are challenged. "The St Margaret Clitherow Way" Behaviour Curriculum.</p> <p>SMC Values Day was celebrated on 1<sup>st</sup> March 2023 to introduce the school's new Mission Statement and SMC Values. The "St Margaret Clitherow Way" Behaviour Curriculum was introduced in April 2023.</p> <p>In May 2023, Year 3 and 4 attended an "Anti-Bullying" Workshop to reinforce learning of what Bullying is and what to do if a child witnesses Bullying Behaviour.</p> <p>In June 2023, Leaders plan to introduce a revised Behaviour Policy with new rewards of "Mission Merits" and "Virtues Vouchers" to help embed the Mission Statements, School Values and Virtues.</p>

## Intended outcomes

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

Intended outcome	Success criteria
Quality first teaching delivered by all teaching staff, tailored CPD in	<ul style="list-style-type: none"> <li>Teachers able to identify the main learning (composite) and the component parts for each lesson. Children are clear on the sequence of learning and where it sits.</li> </ul>

<p>place to help staff plan and sequence the curriculum so that it builds on previous knowledge and to clearly defined end points.</p>	<p>Internal monitoring shows that all children are showing an increased ability to retrieve knowledge from previous topics. Teachers are using this to support children in knowing where previously acquired knowledge fits in with new knowledge in their “Jigsaw of learning” every lesson.</p> <ul style="list-style-type: none"> <li>• Retrieval practise strategies are established for all pupils to ensure children learn more and remember more, irrespective of their starting points.</li> </ul>
<p>Improved Reading outcomes for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• Proportion of disadvantaged children achieving EXP+ is increased and more in line with National.</li> </ul> <p>2022 data shows an increase. Small cohorts as well as other factors such as SEND, EAL and LAP have an impact on % in each class</p> <ul style="list-style-type: none"> <li>• Increased reading habits with disadvantaged children.</li> <li>• Each class to have a “Diversity Library” with high interest books that represent our children.</li> <li>• Children given the opportunity to request books to be purchased and added to the class library.</li> <li>• New staff are trained by SLT in the “8 Reading Inference Strategies”.</li> <li>• Reading Age on STAR Assessments is increased term on term.</li> </ul>
<p>Improved Phonics outcomes for disadvantaged children.</p>	<p>Proportion of disadvantaged children achieving the PSC is broadly in line with the National Average. (SMC 3 year trend 75%) (Nat Non-Disad2018/19: 82%) Disadvantaged children will achieve in-line with non-disadvantaged children.</p> <ul style="list-style-type: none"> <li>• Termly data will include analysis of PP children.</li> <li>• Data shared with Governors, will identify PP attainment and progress.</li> </ul>
<p>Gaps between disadvantaged children and non-disadvantaged children in RWM are significantly diminished.</p>	<ul style="list-style-type: none"> <li>• Proportion of disadvantaged children achieving EXP+ is increased and more in line with National.</li> <li>• STAR Assessments used effectively to identify gaps and support the planning of targeted interventions.</li> </ul>
<p>For the gap to narrow in attendance between the Pupil Premium and Non-Pupil Premium groups. The number of Pupil Premium children with attendance below 96% to decrease.</p>	<ul style="list-style-type: none"> <li>• Support from Attendance Officer to ensure all children are attending school.</li> <li>• Half Termly Attendance Reports are created and monitored at LGB meetings.</li> <li>• Parents of children who fall below our school attendance target engage with the Attendance Officer, and support given where needed. The vast majority of parents engage positively with the Attendance Officer and Attendance Shows an improvement in Weekly Monitoring. Children whose attendance doesn't show an improvement meet with SLT to give support removing barriers.</li> <li>• Breakfast club and After School Clubs are offered free of charge for PP children to ensure children arrive on time and ready to learn.</li> </ul>
<p>For emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For this practice to be established across the school.</p>	<ul style="list-style-type: none"> <li>• For children with identified emotional health concerns to show progress in sessions with Mental Health First Aider.</li> <li>• For all staff and parents to be aware of strategies to enhance and promote positive well-being.</li> <li>• Embed the Ten Ten (RSE) curriculum to help develop resilience and confidence to express their feelings.</li> </ul>
<p>Disadvantaged children to enjoy the wide range of enrichment activities that we offer at St Margaret Clitherow Academy.</p>	<ul style="list-style-type: none"> <li>• Equal access for all pupils including disadvantaged pupils to a knowledge and vocabulary rich curriculum to include enrichment activities to increase their cultural capital.</li> <li>• An Enrichment Schedule is established to return enrichment activities, including school trips, sports trips, music concerts, residential trips and child led charity fundraising return to pre-pandemic levels.</li> </ul> <p>Enrichment activities in all classes has increased tremendously in 2022-2023. PP children are supported. Staff are working on an Enrichment Schedule to be fully established in 2023-2024.</p> <ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered to develop our children's interests.</li> <li>• Discounts will apply for disadvantaged children for all enrichment opportunities to include; educational visits, music lessons, residential visits.</li> <li>• Pupils are able to access music tuition in order to learn a new skill or continue to play an instrument they have been learning.</li> </ul> <p>Further work to encourage more PP children to sign up to music tuition in 2022-2023.</p>

**Behaviour and Culture** (New for 2022-2023)

Pupils are taught explicitly what good behaviour looks like and where adults expect impeccable behaviour regardless of a pupils' background. Where good habits are shaped and bad ones are challenged. "The St Margaret Clitherow Way" Behaviour Curriculum.

- School Mission Statement is reviewed with all stakeholders and introduced to the school community.
  - SMC School Values are developed with staff and shared with parents and governors.
  - SMC Values Day to introduce the School Values. (1<sup>st</sup> March 2023).
  - "St Margaret Clitherow Way" Behaviour Curriculum is developed after Tom Bennett Behaviour Training for SLT and Teachers.
  - "St Margaret Clitherow Way" Behaviour Curriculum is introduced to everyone in the school community.
  - School Values are embedded through "SMC Values Champion" Award at Weekly Celebration Assembly.
- Next Steps – School Values, School Rules and Behaviour Curriculum are embedded through new reward system of "Mission Merits" and "Virtues Vouchers".

## 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: **£ 7150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for subject leaders and teaching staff – effective quality first teaching</p> <p><b>£500</b></p>	<p>High Quality Teaching EEF  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>EEF Using Pupil Premium effectively –  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>The Sutton Trust Report 2011</p>	<p>1, 2, 3</p>
<p>Purchase of STAR diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p><b>£3000</b></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> “Little Wandle” to secure stronger phonics teaching for all pupils.</p> <p><b>£3250</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>



<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><b>£400</b></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£17000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p> <p><b>£12000</b></p>	<p><b><u>EEF (+4 MONTHS) Small group tuition Education Endowment Fund Foundation.</u></b></p> <ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</li> <li>4. Providing training to the staff that deliver small group support is likely to increase impact.</li> <li>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</li> </ol>	<p>1, 2, 3</p>
<p><b><u>Maths programme subscription</u></b> Enhancement of Maths curriculum through purchase of Mathletics and TTRS programmes to develop fluency skills at school and through homework.</p> <p><b>£2000</b></p>	<p>EEF research suggests that disadvantaged pupils receive additional benefits from completing homework if this can be supported by the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>3</p>
<p><b><u>Phonics Interventions</u></b> Implementation of</p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in</p>	<p>2</p>



<p>additional targeted phonics interventions led by staff to improve standards in phonics.</p> <p><b><u>£3000</u></b></p>	<p>the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> <li>• Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£16300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Attendance Officer - to support families and ensure all pupils achieve the school's attendance target.</p> <p><b><u>£12,000</u></b></p>	<p>Research into how attendance can impact attainment – The Key for School Leaders</p> <p>The Department for Education (DfE) published research in 2016 that made a clear link between absence from school and lower attainment.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4
<p>Cultural Capital Experiences promoted in the curriculum. Essential experiences built in to the SMC curriculum eg Transport to support City Orchestra Concerts, Sports Events. Funding for Educational visits for disadvantaged children. Music tuition and after school club activities for disadvantaged children.</p> <p><b><u>£3000</u></b></p>	<p>Language is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest, which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational achievement and attainment.</p> <p>EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	1, 2, 3, 4, 5, 6

<p>Purchase of books for Year 5 and 6s Diversity Libraries to encourage a love of reading. <b>£300</b></p>		1
<p>Provision of four Mental Health First Aiders as part of the school's wider tiered mental health system to ensure early support. <b>£1000</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Behaviour CPD and Support.  (£2000)</p>	<p>Tom Bennett Behaviour Training on Developing Behavioural Norms. Behaviour Support Training on Restorative Justice and Emotional Literacy. Virtue Voucher Prizes</p>	7

**Total budgeted cost: £40450**

## 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 2021-2022 academic year.

Measure	Activity and Impact
Priority 1	<p><b>Reading</b> All children now have small group Guided Reading Sessions inline with EYFS and Key Stage 1 “Little Wandle” Guided Reading Structure. Reading Events take priority in the school. Throughout the year, the English lead has led several reading events such a competitions, World Book Day and Reading Celebration Evening to celebrate our love of Reading. Children are encouraged to read at home. All children have a Reading Diary which is monitored by class teachers. The bottom 20% of readers are heard read at least 3 times a week.</p> <p><b>Impact</b> Key stage 2 Reading SAT 2022 100% of PP children achieved EXP. Key Stage 1 Reading 2022 50% (2/4) achieved EXP.</p>
Priority 2	<p>The school started the DfE accredited “Little Wandle” Phonics scheme in January 2022. Staff in Key Stage 2 have had the catch-up intervention training to fill the gaps in Key Stage 2.</p> <p><b>Impact</b> In Year 1 Phonics 2022, 60% of PP children achieve EXP which is in line with LA and below national of 62%. Disadvantaged children read on average 32.8 words correctly which is 6.1 above the LA average number of words for Disadvantaged pupils.</p>
Priority 3	<p><b>Maths and Writing</b> Maths lessons use the White Rose Scheme as a tool with Deepening Understanding Resources to support staff with a consistent approach to teaching Maths. Jason Wades “Writing Clusters” are used in each class.</p> <p><b>Impact</b> In 2022 Key Stage 2 SATs, 100% of pupils achieved the expected standard in Maths. 0% achieved GDS. In 2022 Key Stage 2 SATs, 0% of pupils achieved the expected standard in Writing. 0% achieved GDS.</p>
Priority 4	<p><b>To improve the attendance of pupil premium children across the school.</b> A new Attendance Officer was employed and an even more robust monitoring system was established.</p> <p><b>Impact</b> Reception to Year 6 PP Attendance for 2021-2022 was 93.51% compared to 96.21% Non-PP. (-2.7%) (An improvement of 1.18%) Year 1- PP Attendance for 2021-2022 was 94.42% compared to 96.16% Non-PP. (-1.74%) PP Persistent Absentees for 2021-2022 was 18.18% (6 pupils) compared to 6.7% for the Whole cohort.</p>
Priority 5	<p><b>Mental Health and Emotional Well Being</b></p> <ul style="list-style-type: none"> <li>• Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.</li> <li>• We used pupil premium funding to provide Mental Health First Aider Training for four members of staff.</li> <li>• We provided wellbeing support for all pupils, and targeted interventions where required.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• We are building on that approach with the activities detailed in this plan, to ensure all children’s needs are met.</li> <li>• September 2023 we will train at least one ELSA to support children who need extra support</li> <li>• Advent 2023 staff will receive Rainbows Training to further support children with needs such as loss and separation.</li> </ul>

## 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*

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	TT Rockstars
Mathletics	3P
STAR Assessments	Renaissance
Little Wandle Phonics	Little Wandle