

## 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	LITTLE HEATH SCHOOL
Number of pupils in school	1649
Proportion (%) of pupil premium eligible pupils	16% (259 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 AYs
Date this statement was published	December 2021
Date on which it will be reviewed	Termly (April 2022)
Statement authorised by	David Ramsden
Pupil premium lead	Ros Rayner
Governor / Trustee lead	Aliea Rashid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 270, 000 (estimated)
Recovery premium funding allocation this academic year	£ 34, 655
Pupil premium funding carried forward from previous AYs	£ 38, 793
<b>Total budget for this academic year</b>	<b>£343, 448</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for our disadvantaged (DA) pupils is to ensure that they are given the opportunity to achieve in line with other pupils at the school, to the highest potential that they possess. We are committed to delivering this through our ambitious 11-18 curriculum, such that each student is given the chance to reach that potential, and to develop the skills, knowledge and understanding required to achieve success in their future educational or career pathway.

The focus of our strategy is to support disadvantaged students to achieve that goal, including progress for high attaining disadvantaged students. Our aim is to support students to overcome any challenges that they may face in their education.

Our Pupil Premium Strategy is directly connected to our wider whole school plans for educational recovery following the Covid-19 pandemic. Specific activities, such as use of the National Tutoring Programme and Summer School activity, are designed to have a positive impact on all students, including disadvantaged students.

High quality teaching is vital. Our broad, balanced and innovative curriculum is at the heart of our work – it provides an ideal opportunity for all learners, including disadvantaged students, to make excellent progress. Our approach to identifying specific need for individual (and groups of) students will be based on robust diagnostic assessment, rather than assumptions about the impact of disadvantage. We will review these needs regularly for each cohort, being mindful of the fact that successful strategies for one year group may not be relevant or effective for future cohorts.

The key underlying principles of our strategic plan that relate to disadvantaged students (as found summarised in the School Improvement Plan) are as follows:

- a determination to ensure that no child shall suffer a limit to their ambition and achievement;
- an absolute focus on the importance of social mobility as a liberating force within society;
- a commitment to adapting the delivery of the curriculum, and teaching strategies within the classroom, in order to remove barriers to learning and to ensure that all children can achieve in line with or above expectations, regardless of background;
- a fundamental belief that children develop, grow and learn at their own individual pace and trajectory, so that a growth mindset philosophy is central to the success of any individual child.

## Challenges

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

Challenge number	Detail of challenge
1	Poor functional literacy skills, particularly reading and writing (spelling, punctuation and grammar)
2	Low levels of attendance for some disadvantaged students
3	Low levels of engagement with learning for some students, including lack of robust revision skills
4	Lower achievement by disadvantaged students in GCSE English (and other identified subjects)

## 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
Improve functional literacy skills for disadvantaged students	Sustained improvement in literacy skills as demonstrated by: <ul style="list-style-type: none"> <li>• Increase in RA and SA scores for DA students</li> <li>• Evaluation scores from Lexonik programme, including targeted programmes</li> <li>• Improved reading scores through Accelerated Reading</li> <li>• Improved GCSE English scores for DA students</li> </ul>
Improve levels of attendance for all students, including disadvantaged students and those affected most directly by attendance during the pandemic	Sustained high attendance as demonstrated by: <ul style="list-style-type: none"> <li>• Overall attendance rate for all pupils, to be at least 93%;</li> <li>• Attendance gap between DA students and their non-DA peers to be no more than 2%;</li> <li>• % of students classed as having Persistent Absence to be a maximum of 18% for all students, and 26% for DA students</li> </ul>
Improve levels of engagement with learning and behaviour for targeted students	Sustained improvements in engagement with learning and behaviour as demonstrated by: <ul style="list-style-type: none"> <li>• Improved EwL scores for DA students at key recording points</li> <li>• Improved EwL scores for DA students in subject lessons, including those on report or supported by PSPs</li> </ul>
Improve achievement for disadvantaged students across the curriculum at the end of KS4, especially in GCSE English	Sustained improvement in GCSE attainment and progress for DA students, as demonstrated by: <ul style="list-style-type: none"> <li>• DA P8 Gap in GCSE English is no more than 0.2</li> </ul> See KS4 outcome measures.

## 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: £97, 516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching for students below NS at KS2 in English (cost £6000)	<ul style="list-style-type: none"> <li>Evidence from OFSTED subject reports of the importance of functional literacy skill development for all students (<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61212/moving-english-forward.pdf">Moving English forward (publishing.service.gov.uk)</a>)</li> </ul>	1, 4
Dedicated lessons for Accelerated Reader for DA Year 7-10 students (cost: £22100, includes annual cost of AR package overall)	<ul style="list-style-type: none"> <li>Linked to DEAR time as a package at LHS</li> <li>National evidence of impact of developing students ability to read more complex texts (<i>Recommendation 3 - <a href="https://www.eef.org.uk/primary/secondary-schools">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1, 4
Targeted teaching for students below NS at KS2 in Mathematics (cost £6000)	<ul style="list-style-type: none"> <li>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches (<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61212/teaching-mathematics-at-key-stage-3.pdf">Teaching mathematics at key stage 3 – gov.uk</a>)</li> </ul>	4
Additional teaching support in Year 8 Maths lessons (cost £2800)	<ul style="list-style-type: none"> <li>Evidence of impact of a range of interventions on KS3 Mathematics skill development (Recommendation 7 – structured interventions - <a href="https://www.eef.org.uk/primary/key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>)</li> </ul>	3, 4
One to one support for DA students in practical subjects, through targeted work of TSAs (cost £5616)	<ul style="list-style-type: none"> <li>Evidence from ongoing in-school monitoring, for example impact on students in practical subjects of regular support with resources, materials etc. (see previous RAG coded evaluation documents)</li> </ul>	3, 4
Planned, costed departmental interventions (cost £9000)	<ul style="list-style-type: none"> <li>Evidence of importance of first quality teaching within subject areas, as shown in EEF Pupil Premium Guide (<a href="https://www.eef.org.uk/primary/pupil-premium-guide">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a>)</li> </ul>	3, 4
Salary and resource costs for DA students Progress Leader, to allow targeted interventions (cost £25, 000)	<ul style="list-style-type: none"> <li>Broad evidence base for impact of 1 to 1 tuition on DA students (<a href="https://www.eef.org.uk/primary/one-to-one-tuition">One to one tuition   EEF</a>)</li> </ul>	
Professional development work in Teaching and Learning Strategy (including	<ul style="list-style-type: none"> <li>Evidence of importance of first quality teaching within subject areas, as shown in EEF Pupil Premium Guide (<a href="https://www.eef.org.uk/primary/pupil-premium-guide">EEF-Guide-to-</a></li> </ul>	

WalkThrus) and curriculum development (cost £21, 000)	<a href="#">the-Pupil-Premium-Autumn-2021.pdf</a> <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74, 151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intense literacy intervention programme for Year 7-8 students disaffected from MFL (cost £10000)	<ul style="list-style-type: none"> <li>Acquiring disciplinary literacy is key for students to learn, new complex subjects across the curriculum. (<a href="#">Improving Literacy in Secondary Schools   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>)</li> <li>Our own diagnostic assessment has identified functional literacy skill as the area of the curriculum most adversely affected by school closure over the last 2 years (<i>School Council minutes, book looks, classroom observation</i>)</li> </ul>	1
Booster reading programme (cost £3000)	<ul style="list-style-type: none"> <li>Clear national evidence of impact of targeted literacy intervention for DA students (<i>Recommendation 7 - <a href="#">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1
Targeted small group and one to one literacy intervention (cost £9000)	<ul style="list-style-type: none"> <li>Clear national evidence of impact of targeted literacy intervention for DA students (<i>Recommendation 7 - <a href="#">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1
Specific support for DA Year 7-11 students through Drop Everything and Read provision (Cost £19000)	<ul style="list-style-type: none"> <li>Evidence of impact of DEAR time for all students, based on our own internal evaluations, including impact on engagement with learning</li> <li>National evidence of impact of developing students ability to read more complex texts (<i>Recommendation 3 - <a href="#">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1
Investment in Lexonik phonics development programme, including Lexonik Leap (cost £10700)	<ul style="list-style-type: none"> <li>Lexonik evaluations of impact in other schools show how phonics development can have a positive impact on student progress (<i>Lexonik initial presentation evaluative data</i>)</li> <li>Clear evidence of impact of targeted vocabulary instruction (<a href="#">Improving Literacy in Secondary Schools   EEF</a>)</li> </ul>	1, 4
Booster Maths programme for students who are not at NS (cost £935)	<ul style="list-style-type: none"> <li>Evidence of impact of Mathematics curriculum strategy (<i>NCETM <a href="#">Mathematics guidance: key stage 3</a> <a href="#">(publishing.service.gov.uk)</a></i>)</li> </ul>	4

Use of Ma specialist TA for additional targeted group (cost £2800)	<ul style="list-style-type: none"> <li>Evidence of the importance of avoiding the large dip in mathematical attainment upon transition to secondary school (<i>Recommendation 8 – successful transition; <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></i>)</li> </ul>	4
Curriculum Pathways package – literacy (cost £1398)	<ul style="list-style-type: none"> <li>Clear evidence of impact of targeted literacy support (<i><a href="#">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1, 3, 4
Curriculum Pathways package – numeracy (cost £1398)	<ul style="list-style-type: none"> <li>Evidence of impact of Mathematics curriculum strategy (NCETM <i><a href="#">Mathematics guidance: key stage 3 (publishing.service.gov.uk)</a></i>)</li> </ul>	1, 3, 4
Literacy masterclasses for Year 11 DA students (cost £5000)	<ul style="list-style-type: none"> <li>Clear evidence of impact of targeted literacy support (<i><a href="#">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1, 3, 4
Targeted additional teaching in Year 11 – writing focus (cost £2120)	<ul style="list-style-type: none"> <li>Clear evidence of impact of targeted literacy support (<i><a href="#">Improving Literacy in Secondary Schools   EEF</a></i>)</li> </ul>	1, 4
Numeracy masterclasses for Year 11 DA students (cost £5000)	<ul style="list-style-type: none"> <li>Use of a range of evidence on KS4 Mathematics strategy (“What works in eleven schools” from Wales Education Board - <i><a href="#">key-stage-4-mathematics-what-works-in-eleven-schools.pdf, gov.wales</a></i>)</li> </ul>	3, 4
Holiday numeracy intervention sessions for Year 11, including targeted DA students (cost £3000)	<ul style="list-style-type: none"> <li>Use of a range of evidence on KS4 Mathematics strategy (“What works in eleven schools” from Wales Education Board - <i><a href="#">key-stage-4-mathematics-what-works-in-eleven-schools.pdf, gov.wales</a></i>)</li> </ul>	3, 4
English, Maths and Science tutoring for CLA students (cost through CLA funding approved by LA)	<ul style="list-style-type: none"> <li>Broad evidence base for impact of 1 to 1 tuition on DA students (<i><a href="#">One to one tuition   EEF</a></i>)</li> </ul>	2, 3, 4
Easter Reading packs for Year 8 students (cost £300)	<ul style="list-style-type: none"> <li>Clear evidence of the impact of regular and challenging reading on overall attainment, (for example Accelerated Reader data analysis, EEF Literacy strategy recommendations)</li> <li>Recommendation 3 – reading complex texts (<i><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></i>)</li> </ul>	1, 3, 4
Options ready package for Year 8 students (cost £500)	<ul style="list-style-type: none"> <li>Evidence of impact of careers guidance on student aspiration (<i><a href="#">Careers Statutory Guidance (publishing.service.gov.uk)</a></i>)</li> <li>EEF advice about careers provision</li> <li>Evidence from careers education summary (<i><a href="#">SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a></i>)</li> <li>Research from Gatsby benchmarks (<i><a href="#">good-career-guidance-handbook-digital.pdf</a></i>)</li> </ul>	3, 4

	<a href="https://gatsby.org.uk">/gatsby.org.uk</a> )	
NTP (cost to be confirmed)	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (<a href="#">One to one tuition   EEF</a>)</li> </ul>	3, 4
School led tutoring to support Year 8, 9 and 10 students starting in Term 5 (cost to be confirmed)	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (<a href="#">One to one tuition   EEF</a>)</li> </ul>	3, 4

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

Budgeted cost: £173, 240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team around the Year Group evaluation and action planning (cost £7500)	<ul style="list-style-type: none"> <li>Clear evidence of impact of personalised spend on DA students, including research about the impact of Covid 19 on the progress of DA students (<a href="#">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> </ul>	3, 4
One to one interviews with DA students to establish need (COST £3885)	<ul style="list-style-type: none"> <li>Clear evidence of impact of personalised spend on DA students, including research about the impact of Covid 19 on the progress of DA students (<a href="#">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> </ul>	3
Reactive pastoral spend for individual students (equipment, resources, trips, revision texts etc. cost £36000, with maximum individual spend of 20% of allocation)	<ul style="list-style-type: none"> <li>Evidence will vary depending on individual need for each DA student</li> </ul>	3
IT resources (cost £12000, supplemented by government grants where applicable)	<ul style="list-style-type: none"> <li>Internal evidence of the successful take up of IT resources by DA students, and the impact on engagement with remote learning</li> <li>Wider national evidence of the impact of technology in education (<a href="#">Realising the potential of technology in education: A strategy for education providers and the technology industry</a>)</li> </ul>	3, 4
Additional spending to support DA students on PSPs (cost £1000)	<ul style="list-style-type: none"> <li>Evidence of impact of additional intervention on the progress of students at risk of exclusion (<a href="#">Improving Behaviour in Schools   EEF</a>)</li> </ul>	3
Study skills and metacognitive work with targeted groups of DA students delivered by	<ul style="list-style-type: none"> <li>Evidence of the impact of teaching students directly about their own learning (<a href="#">Metacognition and Self-regulated Learning  </a></li> </ul>	3, 4

Progress Leaders (cost £7020)	<a href="#">EEF</a>	
Targeted interventions through Homework Hub (cost £3510)	<ul style="list-style-type: none"> <li>• Clear evidence of impact of personalised spend on DA students, including research about the impact of Covid 19 on the progress of DA students (<a href="#">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> </ul>	3, 4
School counsellor – targeted work with DA students (cost £4680)	<ul style="list-style-type: none"> <li>• Evidence about the importance of supporting students social and emotional skill development, cited in the SEL, Well-being and Mental Health section of the Wider Strategies research document on the EEF website (<a href="#">3. Wider strategies   EEF</a>)</li> </ul>	2, 3, 4
Support services delivered to DA students by Educational Psychologist, including “Coping with worries” and resilience group (cost £3000)	<ul style="list-style-type: none"> <li>• Evidence about the importance of supporting students social and emotional skill development, cited in the SEL, Well-being and Mental Health section of the Wider Strategies research document on the EEF website (<a href="#">3. Wider strategies   EEF</a>)</li> <li>• Evidence of the impact of coordinated work on mental and emotional well-being, as demonstrated in two documents (<a href="#">Promoting and supporting mental health and wellbeing in schools and colleges, www.gov.uk</a>) and (<a href="#">Mental health and behaviour in schools, DfE</a>)</li> </ul>	2, 3, 4
ELSA support work (cost £2340)	<ul style="list-style-type: none"> <li>• Evidence about the importance of supporting students social and emotional skill development, cited in the SEL, Well-being and Mental Health section of the Wider Strategies research document on the EEF website (<a href="#">3. Wider strategies   EEF</a>)</li> </ul>	2, 3, 4
Outside agency support for DA students vulnerable to exclusion, including “School Ready” Outreach £22500)	<ul style="list-style-type: none"> <li>• Evidence about strategies for improving behaviour in schools, including through the use of outside agencies (<a href="#">Improving Behaviour in Schools   EEF</a>)</li> </ul>	2, 3, 4
Emotional Health Academy support packages (£3000)	<ul style="list-style-type: none"> <li>• Evidence about the importance of supporting students social and emotional skill development, cited in the SEL, Well-being and Mental Health section of the Wider Strategies research document on the EEF website (<a href="#">3. Wider strategies   EEF</a>)</li> </ul>	2, 3, 4
Targeted WEX placements, including Health and Safety and insurance costs (£5000)	<ul style="list-style-type: none"> <li>• Evidence about strategies for improving behaviour in schools, including through the use of adaptations to curriculum offer for DA students (<a href="#">Improving Behaviour in Schools   EEF</a>)</li> </ul>	2, 3
Support for Curriculum Pathways students through Reading FC (cost £2800)	<ul style="list-style-type: none"> <li>• Evidence about strategies for improving behaviour in schools, including through the use of adaptations to curriculum offer for DA students (<a href="#">Improving Behaviour in Schools   EEF</a>)</li> </ul>	2, 3

Enhanced Careers provision for Year 11 and Year 8 DA students (cost £3170)	<ul style="list-style-type: none"> <li>• Evidence of impact of careers guidance on student aspiration (<a href="https://publishing.service.gov.uk">Careers Statutory Guidance (publishing.service.gov.uk)</a>)</li> <li>• EEF advice about careers provision</li> <li>• Evidence from careers education summary (<a href="https://d2tic4wvo1iusb.cloudfront.net">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a>)</li> <li>• Research from Gatsby benchmarks (<a href="https://gatsby.org.uk">good-career-guidance-handbook-digital.pdf (gatsby.org.uk)</a>)</li> </ul>	2, 3
One to one Careers interviews with Year 10 DA students (£1880)	<ul style="list-style-type: none"> <li>• Evidence of impact of careers guidance on student aspiration (<a href="https://publishing.service.gov.uk">Careers Statutory Guidance (publishing.service.gov.uk)</a>)</li> <li>• EEF advice about careers provision</li> <li>• Evidence from careers education summary (<a href="https://d2tic4wvo1iusb.cloudfront.net">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a>)</li> <li>• Research from Gatsby benchmarks (<a href="https://gatsby.org.uk">good-career-guidance-handbook-digital.pdf (gatsby.org.uk)</a>)</li> </ul>	2, 3
Year 7 careers workshops (cost £1050)	<ul style="list-style-type: none"> <li>• Evidence of impact of careers guidance on student aspiration (<a href="https://publishing.service.gov.uk">Careers Statutory Guidance (publishing.service.gov.uk)</a>)</li> <li>• EEF advice about careers provision</li> <li>• Evidence from careers education summary (<a href="https://d2tic4wvo1iusb.cloudfront.net">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a>)</li> <li>• Research from Gatsby benchmarks (<a href="https://gatsby.org.uk">good-career-guidance-handbook-digital.pdf (gatsby.org.uk)</a>)</li> </ul>	2, 3
Year 11 Inclusion department holiday support sessions, including CV writing (cost £3000)	<ul style="list-style-type: none"> <li>• Evidence of the impact of closing the gap activity on student attainment, as shown in EEF work (<a href="https://www.eef.org.uk">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> <li>• Also in Summer School guidance document (<a href="https://www.gov.uk">Summer schools guidance - www.gov.uk</a>)</li> </ul>	2, 3
Year 8 Graduation support holiday provision (cost £2250)	<ul style="list-style-type: none"> <li>• Evidence of the impact of closing the gap activity on student attainment, as shown in EEF work (<a href="https://www.eef.org.uk">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> <li>• Also in Summer School guidance document (<a href="https://www.gov.uk">Summer schools guidance - www.gov.uk</a>)</li> </ul>	2, 3
Final revision programme for Year 11 students at May half term (cost £2250)	<ul style="list-style-type: none"> <li>• Evidence of the impact of closing the gap activity on student attainment, as shown in EEF work (<a href="https://www.eef.org.uk">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> <li>• Also in Summer School guidance document (<a href="https://www.gov.uk">Summer schools guidance - www.gov.uk</a>)</li> </ul>	2, 3, 4
Enrichment week holiday provision for DA students	<ul style="list-style-type: none"> <li>• Evidence of the impact of closing the gap activity on student attainment, as shown in</li> </ul>	2, 3, 4

(cost £2250)	<ul style="list-style-type: none"> <li>EEF work (<a href="#">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> <li>Also in Summer School guidance document (<a href="#">Summer schools guidance - www.gov.uk</a>)</li> </ul>	
Year 6 Summer School (cost £4200)	<ul style="list-style-type: none"> <li>Evidence of the impact of closing the gap activity on student attainment, as shown in EEF work (<a href="#">Best evidence on impact of Covid-19 on pupil attainment   EEF</a>)</li> <li>Also in Summer School guidance document (<a href="#">Summer schools guidance - www.gov.uk</a>)</li> </ul>	2, 3, 4
Attendance strategy – specific interventions for sub-groups, including EWO work (cost to be confirmed)	<ul style="list-style-type: none"> <li>DfE guidance on the impact of high attendance levels on student progress, especially the progress of DA students (<a href="#">School attendance guidance, gov.uk</a>)</li> <li>Clear guidelines on good practice in managing student attendance (<a href="#">Improving attendance at school - 2012 April, gov.uk</a>)</li> </ul>	2
Attendance intervention support for DA students, including those categorised as PA (cost £4500)	<ul style="list-style-type: none"> <li>DfE guidance on the impact of high attendance levels on student progress, especially the progress of DA students (<a href="#">School attendance guidance, gov.uk</a>)</li> <li>Clear guidelines on good practice in managing student attendance (<a href="#">Improving attendance at school - 2012 April, gov.uk</a>)</li> </ul>	2
Contingency for 2021-22 AY (cost £32, 996)	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	-

**Total budgeted cost: £343, 448 {£97, 516 + £74, 151 + £171, 781}**

## 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.

For evaluations of the previous Pupil Premium strategy plan, please see the EOY evaluation of the 2020-2021 plan. This is found in the attached document on the website, and provides a RAG-coded action plan and spending summary.

The key element of this work is to evaluate the impact of the activity and also the importance of this activity to future strategy document. That is, did it work and is it important for that work to continue.

### 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
Not applicable	

### 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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable