



# St Nicholas Catholic Primary School

“Love one another”

## **Pupil Premium Grant Expenditure Report 2021-2022**

Form completed by	L Dowd
Review date	May 2022

# Pupil Premium Spending 2021-2022

## School overview

Detail	Data
School name	St Nicholas Catholic Primary
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	27%
Pupil premium allocation this academic year	84
Academic year/years covered by strategy plan	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Burns Head teacher
Pupil premium lead	Laura Dowd (Assistant Head for Teaching and Learning)
Governor lead	Dee Jones PP lead

## Funding overview

Number of pupils and pupil premium grant (PPG) received	
Pupil premium funding allocation this academic year	<b>£118,290.00</b>
Recovery premium funding allocation this academic year	<b>£11,600.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>0</b>
<b>Total budget for this academic year</b>	<b>£129,890.00</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

We have high aspirations and ambitions for our pupils and we believe that no child should be left behind. We are committed to ensuring that our pupils are given every chance to realise their full potential and achieve their best, making good progress and achieving high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. 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 (research conducted by the EEF and research from The Sutton Trust will also inform our choices about effective strategies) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for our disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence, more frequent social and emotional difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We also recognise that some of our disadvantaged children may not be facing these common barriers and we have therefore identified what these children need in order to excel.

Our approach will be responsive to these common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

### **Principles**

- We will ensure that quality first teaching and learning opportunities meet the needs of all pupils and that disadvantaged learners are challenged in the work they are set.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- We will ensure that we act early to intervene, at the point need is identified.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We will therefore allocate the Pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being disadvantaged.
- We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what these children can achieve. It is key that they are involved in the analysis of data and identification of pupils to ensure maximum effectiveness.

## **Context of the school: 2021-2022**

St. Nicholas Catholic Primary, Gipton, Leeds is a larger than average sized, Voluntary Aided school of the Catholic Diocese of Leeds, situated within Leeds Local Authority (LA). The school principally, though not exclusively, serves the needs of the families of the recently re-configured Parish of the Blessed Edmund Sykes (which includes St. Nicholas Church, Gipton and Our Lady of Good Counsel Church, Seacroft). The school's Published Admission Number (PAN) is 45. Currently 313 full time pupils are on roll. The school has no nursery

provision. Reception class children are currently drawn from **18** external pre-school settings. Pupils are taught in 11 classes, 3 of which are of mixed age groupings. Eligibility for pupil premium is well above average as is the proportion of pupils for whom English is an additional language.

Like all schools in the UK, we have been subject to lockdown and Covid-19 restrictions in 2019-2020 and 2020-2021. As a result there have been no statutory assessments in 2020 and 2021. This makes our analysis of impact much harder to quantify; what we can say is that our children continue to work hard, make good progress from their relative starting points and continue to make us proud everyday!

### **Data summary**

<b>EYFS Good Level of Development</b>	2017	2018	2019
School	62.2%	68%	69%
National	70.7%	71.5%	71.5%

<b>Year 1 Phonics Screening Check</b>	2017	2018	2019
School	90%	82%	87%
National	81%	82%	82%

<b>Key Stage 1 Attainment</b>		2017	2018	2019
Reading Expected standard	School	88%	80%	80%
	National	76%	75%	75%
Reading Greater Depth	School	28%	18%	18%
	National	25%	26%	25%
Writing Expected standard	School	75%	70%	71%
	National	68%	70%	69%
Writing Greater Depth	School	15%	15%	11%
	National	16%	16%	15%
Maths Expected standard	School	80%	75%	76%
	National	75%	76%	76%
Maths Greater Depth	School	30%	23%	16%
	National	25%	22%	22%

<b>Key Stage 2 Attainment</b>		2017	2018	2019
Reading Expected standard	School	60%	76%	81%
	National	72%	75%	73%
Reading Greater Depth	School	15%	26%	26%
	National	25%	28%	27%
Writing Expected standard	School	82%	78%	79%
	National	75%	77%	78%
Writing Greater Depth	School	20%	21%	23%
	National	18%	20%	20%
Maths Expected standard	School	83%	86%	81%
	National	75%	75%	79%
Maths Greater Depth	School	23%	17%	19%
	National	23%	24%	27%
SPAG Expected standard	School	88%	90%	93%
	National	78%	78%	78%
SPAG Greater Depth	School	35%	50%	51%
	National	31%	34%	36%
RWM Expected standard	School	58%	69%	60%
	National	62%	65%	65%
RWM Greater Depth	School	10%	10%	36%
	National	9%	10%	11%

#### Key Stage 2 Attainment

<b>Average Scaled Score</b>	2017	2018	2019
Reading	102	105	105
Writing	102	102	103
SPAG	107	110	108
Maths	104	105	105

Pupil Progress Expected Standard +	2017	2018	2019
Reading	-11%	-2%	+3%
Writing	+1%	-4%	-5%
SPAG	+11%	+10%	+8%
Maths	+8%	+9%	-4%

## Challenges: Barriers to learning at St Nicholas Catholic Primary

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

Challenges	Details of challenges
1	<p><b>Poor language and communication skills</b> – Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry (2021): 36.95% of the cohort were identified as having significant need in Speech and Language.</p>
2	<p><b>Phonics and early reading</b> - Assessments, observations, and discussions with pupils/ teachers indicate our disadvantaged pupils generally have greater difficulties with phonics than their peers. This in turn negatively impacts their development as readers.</p> <p>Y1 Internal PSC June 2021: 55% pass. 8 out of 10 disadvantaged passed.</p>
3	<p><b>Maths</b> - Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception 2021: 5 out of 46 on track. 5 out of 11 not on track.</p> <p>45% of our disadvantaged pupils arrive below age-related expectations.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
4	<p><b>Insufficient support for learning at home</b> – Some of our children do not experience the same level of support for learning at home that some of our more advantaged children do. A lack of support and missing enrichment activities can particularly affect attainment. We therefore provide targeted and tailored learning opportunities and interventions within the school day, before and after school. Extra interventions during lessons may also take place with children identified through formative assessment/ pupil progress meetings.</p> <p>Home learning for some of our disadvantaged children has been a real struggle and we have most definitely seen the impact of this on return to school.</p>

5	<p><b>Nurture provision</b> - Nurture provision is also required for some of our most vulnerable learners. Through our use of Catholic Care, our close links with outside agencies as well as our teaching assistants in school, provision for these children is delivered regularly. This provision really helps to close the gaps in the children's social and emotional education, which reaps significant rewards academically.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 39% of Reception pupils (11% of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>35% of pupils across school (11% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p><b>Limited experiences</b> - Some of our children would not be able to access the full range of activities in school because of financial hardship e.g. school residential visits; therefore we supplement residential visits, school trips and other experiences for most of our disadvantaged pupils so that they do not miss these vital learning experiences.</p>
7	<p><b>Social, emotional and wellbeing</b> – School have worked tirelessly to support not only our most vulnerable families but those families who have particularly struggled during a difficult few years, to help overcome barriers to learning. Our dedicated safeguarding team have assisted with nurture provision, supervision, early help plans, financial support, food banks, food parcels, food vouchers, support where DV, alcohol and drug misuse are prevalent in the home, signposting to other services, liaising with extended services through the local cluster team.</p> <p>It cannot be underestimated the impact this team has had on our families.</p>

## Intended outcomes for ALL pupils

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved. The outcomes are for all our pupils but the aim is that our PP children will close the gap between themselves and their peers (if one exists). There are gaps in all pupil's learning now which is why the Catch-Up Grant (CUG) is paramount this year. We have a range of initiatives in place this year that our vulnerable learners are being targeted for.

Intended Outcomes	Success Criteria/ Target
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Achieve at national average for GLD.</p>
Improved phonic attainment among disadvantaged pupils.	<p>KS1 phonic screening outcomes in 2021/22 show that more than 63% of disadvantaged pupils met the expected standard.</p> <p>KS1 phonic screening outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard.</p>

	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Achieve at or above national average progress scores in KS2 Reading.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2021/22 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Achieve at or above national average progress scores in KS2 Reading.</p>
To continue to achieve high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• Quantitative data showing a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Quantitative data on the number of disadvantaged pupils accessing workshops, trips and residential.</li> </ul>
To continue to achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	<p>Ensure attendance of disadvantaged pupils is above 96%</p> <p>Attendance for the whole school is 97.5%</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: **£88, 570**

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
To embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p><b>There is a strong evidence base (EEF Oral Language Interventions) that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</b></p> <p><b>Evidence:</b> EEF Guidance Document: Oral Language Interventions</p>	1, 2, 3

<p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p><i>Oral Language Interventions – Toolkit Strand - EEF</i></p>	
<p>To secure stronger teaching of phonics by implementing the Read, Write, Inc programme (DfE validated systematic synthetic phonics programme)</p>	<p><b>Phonics approaches have a strong evidence base (EEF) that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</b></p> <p><b>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</b></p> <p><b>Evidence:</b>  <i>Phonics – Toolkit strand – EEF</i>  <i>Read, Write, Inc Phonics and Fresh Start programme - Ruth Miskin – Ongoing EEF commissioned research evaluation Result due 2023.</i></p>	<p>1, 2</p>
<p>To provide additional support in EYFS to support the teaching of language development, self-regulation skills, play-based learning and co-operative play.</p>	<p><b>Provision of additional learning support in EYFS (12 PP children) to ensure that staff ratios are such that additional adults are on hand to support learning especially to encourage language development, co-operative play and physical development alongside children's self-regulation skills.</b></p> <p><b>Communication and Language approaches - + 6 months</b>  <b>Play-based learning - + 5 months</b>  <b>Self-regulation strategies - + 5 months</b></p> <p><b>Evidence:</b>  <i>Early Years Toolkit Strand - EEF</i></p>	<p>1, 2, 4, 5, 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). This will also cover monitoring, assessment and impact.</p>	<p><b>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:</b></p> <p><i>Mathematics Guidance: Key stage 1 and 2: DfE</i></p> <p><b>The EEF guidance is based on a range of the best available evidence:</b>  <i>Improving Mathematics in Key Stages 2 and 3 - EEF</i></p>	<p>3</p>
<p>To provide additional teaching support in Y3/4 (to continue to embed key teaching and learning elements of guidance).</p> <p>To provide additional teaching support in Y5/6 (to continue to embed key teaching and learning elements of guidance).</p>	<p><b>Targeted support for our disadvantaged pupils in these areas in school. Focus on the academic challenges and social and emotional challenges our PP children may face.</b></p> <p><b>Implementing teaching strategies with low cost and high impact such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality feedback: Redirects or refocuses the learner's actions to achieve a goal. + 6 months</b></li> <li>• <b>Implementing reading comprehension strategies: Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. + 6 months</b></li> <li>• <b>Oral language interventions: + 6 months</b></li> </ul>	<p>1, 2, 3, 4, 5</p>

	<p><b>Evidence:</b>  <i>Teaching and Learning Toolkit Strand – EEF</i>  <i>Feedback – Teaching and Learning Toolkit – EEF</i>  <i>Reading comprehension strategies – Teaching and Learning Toolkit – EEF</i>  <i>Oral language interventions/ strategies – Teaching and Learning Toolkit - EEF</i></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p><b>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</b></p> <p><b>This is something we know is important for our disadvantaged children.</b></p> <p><b>Evidence</b>  <i>Improving social and emotional learning in school – guidance document.</i></p>	5, 7

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

Budgeted cost: **£17,600**

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<p>To close the gap in communication/ speech and language for those children who come into school with under-developed spoken language skills using the NELI programme.</p>	<p><b>There is strong evidence from the EEF report on oral language that the NELI programme had a positive impact on the language skills of the children involved. Children receiving the 30 week programme experienced the equivalent of about 4 months additional progress, compared with about 2 months additional progress for the 20 week version.</b></p> <p><b>Evidence:</b>  <i>Nuffield Early Language Intervention Programme recommended by DfE</i></p> <p><i>EEF Guidance Document: Nuffield Early Language Intervention</i></p>	1, 2, 3
<p>To use early numeracy approaches in EYFS and KS1 to improve maths progress and attainment among disadvantaged learners.</p> <p>To implement the West Yorkshire Maths Hub (WYMH) Mastering Number Programme (32 weeks) in EYFS and KS1 (and use as a small intervention for LKS2)</p>	<p><b>Our early numeracy approach aims to develop number skills and improve our children's knowledge and understanding of early mathematical concepts. Activities we will be undertaking in this area will develop children's 'number sense' (their developing understanding of quantity and number).</b></p> <p><b>There is strong evidence to suggest that work on early numeracy approaches have a very positive impact - +6 additional months for early mathematics outcomes.</b></p> <p><b>Evidence:</b></p>	3, 4

Resources will be purchased to support the programme along with CPD for staff.	<i>Early Numeracy Approaches: Early Years Toolkit - EEF</i>	
To start additional phonics sessions targeted at KS2 disadvantaged pupils who require further phonics support. A well-trained TA, in collaboration with our Read, Write, Inc programme, will deliver this before school.	<p><b>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</b></p> <p><b>Evidence:</b> <i>Phonics Toolkit Strand - Education Endowment Foundation - EEF</i></p>	2
To engage with the National Tutoring Programme to provide a blend of one to one, small group tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p><b>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</b></p> <p><b>One to one tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.)</b></p> <p><b>Small group tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</b></p> <p><b>Evidence:</b> <i>One to one tuition Toolkit Strand – EEF</i> <i>Small group tuition Toolkit Strand - EEF</i></p>	1, 3, 4

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

Budgeted cost: **£23,720**

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
To provide private swimming lessons for 10 of our Year 6 PP children. These lessons are key to providing our disadvantaged children with important life skills.	<p><b>By providing physical activities free of charge, our school is giving our pupils access to benefits and opportunities that might not otherwise be available to them. It is also equipping them with important life skills.</b></p> <p><b>Participating in sports and physical activity is likely to have wider health and social benefits for our children.</b></p> <p><b>Evidence:</b> <i>Physical activity Toolkit Strand - EEF</i></p>	6
To provide financial support to our disadvantaged families by subsidizing trips and residential that enhance our curriculum.	<p><b>This provision is to pay for things like school trips, visitors, residential and the minibuses which enable us to enhance the curriculum for all our pupils but especially those who cannot afford to pay for these curriculum enhancement activities. The ethos for this is highlighted in our Curriculum Vision as well as in the planning for the wider curriculum.</b></p> <p><b>The provision of minibuses and minibus driver's enable us to take our pupils out of school to enhance their life experiences and their learning.</b></p>	5, 6

	<p><b>Evidence:</b>  <i>EEF: Improving Behaviour in Schools</i>  <i>Key Recommendation 2: Teach Learning Behaviours</i></p>	
To continue to support our vulnerable families and pupils emotional wellbeing.	<p><b>This valuable time for our vulnerable children in school cannot be underestimated. We have increased our allocation of time for Catholic Care to a full day a week to support the SEMH of our most vulnerable pupils, especially given the effects of the pandemic.</b></p> <p><b>It is our aim to close the gap in the PP children's social and emotional education to ensure a better start in their academic learning.</b></p> <p><b>Evidence:</b>  <i>Social and Emotional learning Toolkit Strand - EEF</i></p>	5, 7
To establish universal access to Numbots, Mathletics, My Maths, Times Table Rock Stars and other remote learning resources for all pupil premium children.	<p><b>We have invested in IT software to help facilitate good learning across the curriculum including Reading Eggs, My Maths, TTRS, SPaG.com, Mathletics, Premium Twinkl etc, with the aim of improving fluency skills in Reading, English and Maths.</b></p> <p><b>Evidence:</b>  <i>Improving Mathematics in Key Stages 2 and 3 – Enable pupils to develop a rich network of mathematical knowledge. (EEF Guidance Report)</i>  <i>Developing mathematical fluency:</i></p>	1, 2, 3, 6
Contingency fund for acute issues.	<p><b>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</b></p>	All

**Total budgeted cost: £129,145.00**

## Service Pupil Premium Funding: 2021-2022

Measure	Details
How will you spend your service pupil premium allocation this academic year?	<ul style="list-style-type: none"> <li>• Speech and language traded time with SL therapist</li> <li>• Extra S and L intervention</li> <li>• Nurture group for self-regulation and behaviour</li> </ul>
How will you measure the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• Teacher assessment against</li> <li>• Daily conversations between child and teacher</li> <li>• Phonics data – Tracking through RWI</li> <li>• Interactions in the classroom and being 'ready to learn'</li> </ul>



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google Classrooms, Class Dojo, Tapestry, educational online platforms (Reading Eggs, MyMaths, TTRS, Oxford Owl), distributing Chrome Books and teachers providing engaging live lessons.

Despite COVID-19, our robust systems for attendance and punctuality in school have meant that our attendance has stayed above national average. The week ending 23/07/21 showed our attendance at 97.4%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

<u>Programme</u>	<u>Provider</u>
National Tutoring Programme	White Rose Maths Hub
English Tutoring	Lightening Squad
Catholic Care	Diocese of Leeds
Speech and Language	Leeds Traded Services

### Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium	N/A

allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	