

# 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	St Matthew Academy
Number of pupils in school	1,010
Proportion (%) of pupil premium eligible pupils	44.1
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miranda Baldwin, Headteacher
Pupil premium lead (secondary)	Mark Bradley, AHT
Pupil premium lead (primary)	Adam Kohlbeck, Acting DHT
Governor / Trustee lead	Joan Forrest Chair of Resources Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£470,605 Primary £157,365 Secondary £313,240
Recovery premium funding allocation this academic year	£64,610 Primary £17,110 Secondary £47,560
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	£535,215

# Part A: Pupil premium strategy plan – Secondary Phase

## Statement of intent

St Matthew says 'let your light shine'. We aim for all of our pupils to flourish, meet their potential and let their own light shine. We want all pupils at our school, including disadvantaged pupils, to make excellent progress and achieve strong outcomes across the curriculum, enabling them to progress to the next stage of their education or training after Year 11. Our intention is that all of our pupils have access to a broad curriculum offer and enrichment opportunities to enable them to do this.

Our strategy is also aligned to our wider school plans for education recovery in the aftermath of the pandemic and school closures. We will use targeted support through the National Tutoring Programme to support pupils whose education has been most negatively impacted.

Our pupil premium strategy will help achieve this by focusing on:

- Quality first teaching in the classroom. This is at the heart of our approach, as high quality teaching and learning can have the biggest impact on the progress that our pupils make.
- Ensuring that pupils' progress is rigorously tracked and that appropriate interventions are in place to support pupils to close any gaps in their learning.
- Supporting the wider needs of our pupils so that they meet their potential, irrespective of any barriers to their attainment.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring that attainment in core subjects (English, Mathematics, Science and RE) is very good and ensuring that pupils are not disadvantaged by the COVID-19 pandemic.
2	Ensuring that attainment is very good in options subjects at GCSE.
3	Narrowing attainment and progress gaps in particular for disadvantaged SEND pupils and disadvantaged high prior attaining pupils.
4	Securing high pupil attendance, especially for disadvantaged pupils with prior attendance concerns and particularly following the previous challenges posed by the COVID-19 pandemic.
5	Supporting the increasing social, emotional and mental health needs of pupils, e.g. anxiety, low self-esteem and concern about the pressures of external examinations and catching-up on lost learning.
6	Providing pupils with enrichment activities, cultural enrichment, other life experiences and broader parts of the curriculum that were lost during the previous two academic years.
7	Ensuring all pupils have access to high quality informed and relevant Careers advice and Guidance

## 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
Securing high attainment and progress for our disadvantaged pupils.	Progress 8 gap between disadvantaged pupils and their non-disadvantaged peers to be closed.
Improved achievement disadvantaged high prior attaining pupils.	The Progress 8 gap between SEND pupils / high prior attaining pupils and other groups of pupils to within 0.2
Securing high attendance for all pupils, including disadvantaged pupils.	Pupil attendance is above 95% for disadvantaged pupils and below 10% for Persistent absence
Ensure that pupils' wellbeing and wider needs are identified and met.	All disadvantaged pupils requiring addition mental health intervention will have received support. No gaps in engagement in enrichment and extra-curricular activities.
Year 11 pupils will all go onto their preferred choice of Post 16 pathway that meets their future goals	0% NEET

## 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

Budgeted cost: Approximately £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching for all pupils: additional teaching staff to enable smaller class sizes, nurture groups in KS3 and high quality of teaching and learning.	EEF suggests that the ensuring high quality of teaching and learning is the most impactful strategy for improving attainment and progress ( <a href="#">here</a> ).  EEF toolkit notes that interventions such as smaller class sizes and more individualised support can have a positive impact on progress.	1, 2, 3
Recruit IMPACT coaches to help lead on CPD, coaching and ongoing improvements in teaching and learning.	EEF suggests that the ensuring high quality of teaching and learning is the most impactful strategy for improving attainment and progress.  The DfE's 2015 report on supporting the attainment of disadvantaged pupils notes that high quality teaching is especially important for disadvantaged pupils.  Porritt et al (2017) suggests that collaborative approaches to professional development sustained over time have higher impact.	1, 2, 3
Recruit IMPACT coaches to help lead on the CPD and training of Early Career Teachers.	EEF suggests that the ensuring high quality of teaching and learning is the most impactful strategy for improving attainment and progress.  The DfE's 2015 report on supporting the attainment of disadvantaged pupils notes that high quality teaching is especially important for disadvantaged pupils.  Worth (2020) highlights ongoing challenge of retaining ECTs after their initial year, so clear support over the two-year programme is key to retention.	1, 2, 3
Continue to invest in the use of standardised assessment on entry to Year 7 to ensure that all pupils have a clear baseline assessment.	Standardised tests provide a clear indication of a pupil's current ability, strengths and weaknesses, which is particularly important following the impact of the COVID-19 pandemic and the lack of KS2 attainment data for two cohorts. This can then be used to pitch teacher instruction and guide interventions, as noted by the EEF <a href="#">here</a> .	1, 2, 3
Invest in ICT provision for pupils.	Many pupils, particularly disadvantaged pupils, lack good access to ICT resources outside of school. With good ICT provision in school, pupils can access a device to complete homework, revise or plan for what they need to do using Google Classroom. The EEF toolkit ( <a href="#">here</a> ) demonstrates the	1, 2, 3, 6

	positive impact of completing homework and retrieval practice/self-quizzing.	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	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="#">Teaching mathematics at key stage 3</a> To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models <a href="#">EEF Improving Mathematics at Key Stages 2 and 3</a>	1, 3
Improving literacy in all subject areas in line with recommendations in the EEF guidance. We will fund professional development and instructional coaching focussed on each teacher’s subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject ( <a href="#">here</a> ). Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English <a href="#">OUP report 2021-22</a>	1, 2, 3

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

Budgeted cost: Approximately £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupils with opportunities for independent study: extended library opening hours and Saturday study	Many pupils lack devices or space at home with which to study or complete homework. Providing space for pupils to study and complete homework will help ensure that all can access it. The EEF toolkit demonstrates the positive impact of completing homework ( <a href="#">here</a> ).	1, 2, 3, 6
Provide pupils in Year 11 with half term, holiday and Saturday intervention.	These small groups sessions would be targeted at pupils requiring additional support and differentiated accordingly, allowing them to close gaps in knowledge and skills and benefit from small group teaching. The EEF toolkit ( <a href="#">small group tuition</a> ) suggests that such small group tutoring can boost progress by up to 4 months.	1, 2, 3, 5, 6
Engage with the National Tutoring Programme to provide small-group and possibly one to one tuition in core subjects	Targeting tuition at pupils with specific skills or knowledge gaps will help them catch up on lost learning and not fall further behind, potentially adding 4 months to their progress ( <a href="#">small group tuition</a> and <a href="#">one to one tuition</a> )	1, 3, 6
Teaching Assistants and colleagues in the inclusion team provide targeted	Teaching Assistant interventions has been identified by the EEF ( <a href="#">here</a> ) as adding up to 4 months of progress for pupils. Pupils targeted in these groups will work with colleagues to	1, 2, 3, 5

interventions in literacy, numeracy and other key skills.	bridge gaps in key skills that will help them access the wider curriculum and school life.	
Revision guides and materials are provided to all eligible pupils to support with independent learning.	Feedback from pupils shows this will impact pupils positively and evidence from Heads of department indicate a widespread need for more support for pupils.	1, 2, 3, 5

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

Budgeted cost: Approximately £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer working closely with pastoral colleagues across the Academy to raise attendance.	The <a href="#">DfE's 2015 report</a> on supporting the attainment of disadvantaged pupils notes the importance of high and sustained attendance, and the impact in successful schools of addressing this through various interventions.  Parental engagement, which is part of the work done by the attendance officer and pastoral teams, can have a significant impact on pupil attainment according to the EEF toolkit ( <a href="#">here</a> ).	4, 5
Recruitment of colleagues to improve the wellbeing and behaviour of pupils: mentoring and counselling.	The EEF toolkit highlights the positive impact on progress that mentoring and social and emotional learning approaches can have on pupil progress.	5
Provide a broad extracurricular and enrichment offer including summer school to pupils with some targeted interventions and financial support.	A Social Mobility Commission report on the impact of extracurricular activities suggests that they help pupils to form social connections, learn new skills, reduce stresses and raise aspirations ( <a href="#">here</a> ).	6
Provide training and support for Careers Lead and utilise external support for independent and specialist support.	A number of reports have highlighted that too much careers education in England is a 'postcode lottery', with quality varying considerably by school and area ( <a href="#">here</a> ). There is still limited evidence of impact however pupil feedback indicates a lack of aspiration and knowledge amongst our PP pupils and this is an area for us to focus on.	7
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £370,000**

## 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.

In the absence of externally sat end of key stage examinations in the previous two years, internal assessments (CAGs / TAGs) provide an indication of the impact of the strategy on disadvantaged pupils.

In the GCSE Teacher Assessed Grades in 2021, there was a minimal gap of 0.04 between the Progress 8 estimate of our disadvantaged pupils (+1.15) and our non-disadvantaged pupils (+1.09) (data taken from Sisra, Dec 2021). This indicates that our disadvantaged pupils made outstanding progress that was slightly above that of their non-disadvantaged peers, in spite of the challenges posed by the COVID-19 pandemic.

Many aspects of our pupil premium strategy were successfully implemented in spite of the disruption to normal school life:

- Literacy has been supported by the successful introduction of the SORA reading platform, Lexia, form time focus and staff training
- Successful implantation of our plan for dedicated core intervention lessons
- After-school intervention provision for literacy and numeracy
- Provision and support for EAL pupils
- Provision of ICT equipment to support pupils during closures
- Continued training for colleagues on remote learning, leading to successful provision of live lessons and remote education during school closure
- Targeted support and contact to ensure high engagement of pupils during school closure

### 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
None	

# Part A: Pupil premium strategy plan – Primary Phase

## Statement of intent

St Matthew says 'let your light shine'. We believe that all pupils in the Primary phase, including disadvantaged pupils, have a right to excellent quality first teaching and good or better progress. We do not believe that there is a limit to what any child can learn or achieve and we know that with a personalised and committed approach to teaching and learning, all children, including disadvantaged pupils, have the potential to continually improve and meet the aspirational targets that we set for them. We intend for all pupils to have access to a broad and balanced curriculum offer and believe that this is the best way to develop a contextual understanding of core skills. We also believe that all children, including disadvantaged pupils and without exception, should have access to enrichment opportunities which will also see them develop into confident and responsible individuals and ensure that they are well placed to achieve success in the next stage of their school careers.

We have also ensured that our plan for education recovery is embedded within our Pupil premium strategy and wider goals for developing teaching and learning and independence for all pupils.

Our pupil premium strategy will help achieve this by focusing on:

- Quality first teaching in the classroom. This is at the heart of our approach, as high quality teaching and learning can have the biggest impact on the progress that our pupils make
- Ensuring that pupils' progress is rigorously tracked and that appropriate interventions are in place to support pupils to close any gaps in their learning
- Supporting the wider needs of our pupils so that they meet their potential, irrespective of any barriers to their attainment.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Where data is referenced, this refers to 2019 data when national data was last published.

Challenge number	Detail of challenge
1	The percentage attaining the Higher standard in Maths at the end of Key stage 2 is lower than that of non-disadvantaged pupils (10% compared to 23%)
2	The percentage attaining the Expected standard in Maths at the end of Key stage 1 is lower than that of non-disadvantaged pupils (55% compared to 75%)
3	The percentage attaining the Expected standard in Reading at the end of Key stage 1 is lower than that of non-disadvantaged pupils (64% compared to 75%)
4	The percentage attaining the Expected standard in Writing at the end of Key stage 1 is lower than that of non-disadvantaged pupils (27% compared to 75%)
5	These pupils make less progress in Writing at the end of Key stage 1 than non-disadvantaged pupils (9% compared to 18%)
6	These pupils make less progress in Reading, Writing and Maths at the end of Key stage 1 than non-disadvantaged pupils (+14% compared to +25%)
7	These pupils do not always have the same access to activities and enrichment outside school as their non-disadvantaged peers
8	The attendance of these pupils is often lower than non-disadvantaged peers. The % of persistent absence made up of disadvantaged pupils is also disproportionately high

## 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
The % of disadvantaged pupils obtaining the Expected standard in Reading will improve from the last nationally recorded data	The difference between disadvantaged and non-disadvantaged pupils meeting the Expected standard in Reading at the end of Key stage 2 will be less than 8%
The % of disadvantaged pupils obtaining the Expected standard in Maths will improve from the last nationally recorded data	The difference between disadvantaged and non-disadvantaged pupils meeting the Expected standard in Reading at the end of Key stage 2 will be less than 10%
The % of disadvantaged pupils obtaining the Higher standard in Reading will improve from the last nationally recorded data	The difference between disadvantaged and non-disadvantaged pupils meeting the Higher standard in Reading at the end of Key stage 2 will be less than 8%
The % of disadvantaged pupils obtaining the Higher standard in Maths will improve from the last nationally recorded data	The difference between disadvantaged and non-disadvantaged pupils meeting the Higher standard in Maths at the end of Key stage 2 will be less than 10%
Disadvantaged children will make improved progress in Reading up to the end of Key stage 2	Disadvantaged pupils will have > 0 progress in Reading

Disadvantaged children will make improved progress in Maths up to the end of Key stage 2	Disadvantaged pupils will have > 0 progress in Maths
Increasing numbers of disadvantaged pupils will participate in clubs, teams and events	Every disadvantaged pupil in the school will have taken part in one term's club and one term's intervention as a minimum
The attendance of disadvantaged pupils will improve and become closer to that of their non-disadvantaged peers	Disadvantaged pupil attendance will be in line with non-disadvantaged pupil attendance.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed PiXL through training and implementation to support EXS and GDS attainment by providing a clear and proven structure of DTTR (diagnose, test, therapy, revisit).</p>	<p>PiXL Club has been proven to have a significant impact on improving pupil outcomes at the end of KS2 in other schools (PiXL, 2021). Acquiring age related expectations in core subjects before pupils move onto the next stage of their schooling is essential to their future success at school and in life. This provision will be accessed by children entitled to the PPG, who have not yet made expected progress in the core subjects from K S1 and those who are working below age related expectations. The PiXL Associate will visit 4 times over the year to work alongside the Raising Standards Lead to ensure pupils benefit from the latest research and developments.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4,5,6</p>
<p>Each half term will have a clear focus of pedagogy on CPD with the aim of improving teachers' classroom practice in the context of our school.</p>	<p>EEF report states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1,2,3,4,5,6</p>
<p>Invest in ICT provision for pupils to enable all children to access learning platforms for self-directed and guided practice</p>	<p>The EEF toolkit (<a href="#">here</a>) demonstrates the positive impact of completing homework and retrieval practice/self-quizzing.</p>	<p>1,2,3</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide after school intervention in core subject areas for all year groups, targeting disadvantaged pupils</p>	<p>Education Endowment Foundation report with Durham University into the effectiveness of additional academic intervention found that, 'headline result suggests that this programme could have an impact equivalent to 3 months of additional progress in one year.' (EEF, Nov. 2014).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4,5,6</p>
<p>Additional adults placed in all year groups to ensure a more tailored approach to individual needs</p>	<p>Reducing class sizes had an impact on positive progress of at least + 2 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=teacher%20becomes%20smaller.-,Key%20findings,%2B2%20month%2C%20on%20average.&amp;text=The%20re%20is%20some%20evidence%20for,early%20stages%20of%20primary%20school">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=teacher%20becomes%20smaller.-,Key%20findings,%2B2%20month%2C%20on%20average.&amp;text=The%20re%20is%20some%20evidence%20for,early%20stages%20of%20primary%20school</a>.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Decrease persistent absence of disadvantaged children	Improved attendance results in improved access to teaching, which leads to better learning and progress and reduces the risk of gaps arising in children’s learning. By building strong relationships with parents and carers at the start of their time at St. Matthew Academy. we are placed to provide support, as and when required. Parental engagement, which is part of the work done by the attendance officer and pastoral teams, can have a significant impact on pupil attainment according to the EEF toolkit ( <a href="#">here</a> ).	8
All children to attend at least one trip each year in the Primary phase that will be full subsidised if required	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	7
Ensure that all disadvantaged children have the opportunity to attend an after school club, fully subsidised if required	Research suggests that disadvantaged pupils, too often, do not have the opportunity to take part in activities such as their non-disadvantaged peers (Donnelly, Lazetic, Sandoval Hernandez, Kumar, & Whewall, 2020). In recognising the many benefits, both academically and socially we are keen to ensure that all pupils have the opportunity to take part in these activities. <a href="https://www.understandingsociety.ac.uk/research/publications/525798">https://www.understandingsociety.ac.uk/research/publications/525798</a>  A Social Mobility Commission report on the impact of extracurricular activities suggests that they help pupils to form social connections, learn new skills, reduce stresses and raise aspirations ( <a href="#">here</a> ).	7

## 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.

Internal assessment data from the 2020-21 academic year showed that our efforts to improve the literacy progress of our most disadvantaged pupils were effective. Progress and attainment in writing and reading at the end of Key stage 2 for this pupil group as well as attainment in Phonics was in line with the non-disadvantaged pupils. Across the rest of the school, some disparities remain. The major contributory factor to this is the impact of Covid-19 and school closure. As evidenced in schools across the country, these closures were most detrimental to disadvantaged pupils. In our context, this is mainly due to them not benefiting from our improvements to teaching and learning and intervention, funded by our Pupil premium spending.

Numeracy data internally shows that we successfully ensured that Disadvantaged pupils at the end of Key stage 2 attained in line with their non-disadvantaged peers and made progress at a greater rate. By contrast, at the end of Key stage 1, this trend was reversed. Our internal analysis points to the impact of Covid-19 and school closure on the proficiency in the basic foundational concepts of number in our disadvantaged pupils. Across the school, we have found that there are significant gaps in understanding as a result of online teaching. This most profoundly affects our disadvantaged pupils as has been found by schools across the country. These gaps have been successfully diagnosed and teachers have planned to meet the evolving needs of their classes in the coming year.

Pupils were not able to benefit from our forensic approach to assessment data in the way that we had planned due to school closure. Disadvantaged pupils therefore missed out on some opportunities to have any gaps to their peers closed as a result of not being in school to receive intervention. However, where intervention was applied as a priority (for Year 6 children transitioning to Secondary school,) the impact of this is clear in the data related to progress and attainment of disadvantage pupils in comparison with their non-disadvantaged peers.

While full time teaching assistants were assigned to all classes, the impact of this extra adult provision was limited by the school closure as a result of the Covid-19 pandemic. When school reopened, after school interventions run by teaching assistants were shown to be effective and lead to progress for those disadvantaged pupils who attended.

Actions related to improving progress for more able boys were not able to take place as a result of covid-19, school closure and subsequent related staff absence meaning that the mentoring role identified in the original plan was not able to be developed.

Progress of our Year 6 cohort as a whole and particularly the disadvantaged pupil group shows the successful impact of our outside tutor who worked with small groups, including many of our disadvantaged pupils. This extra work took place throughout the school year, including during closure.

Attendance was one of the areas most affected by the Covid-19 pandemic and school closure and, as is the case across the country, this greatly impacted our disadvantaged pupils. Actions to encourage engagement and attendance with online work throughout the closure were impactful as can be evidenced by our consistently improving data in this area.

## 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
None	