



PUPIL PREMIUM AND RECOVERY FUNDING STRATEGY

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.

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2023 (2nd
year
review)**



Pupil premium strategy statement

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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 Philip's CE Primary School
Number of pupils in school	236 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachel Lapington
Pupil premium lead	Kate Morris
Governor lead (link governor)	Hannah Elliott

Funding overview	Amount
Detail	
Pupil premium funding allocation this academic year	£105,889
Recovery premium funding allocation this academic year	£ 14,765 Carry forward: £4,718.34
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5, 561.28
Total budget for this academic year <small>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</small>	£130,993.28

Part A: Pupil premium strategy plan

Statement of intent

The percentage of pupils identified as disadvantaged is 40% of the school population. The school is in the top 25% most deprived in the Local Authority and has an increasing % of pupils facing urban adversity – now at 61% - which is significantly higher than the Local Authority figure of 43%.

It is our belief that children are entitled to the best possible outcomes despite the levels of disadvantage. Our school vision highlights that our school is a spiritual, inclusive, learning community and the strategy links to this closely with the funding being used to support all pupils to have the best possible education, preparing them for lifelong learning. The strategy not only promotes academic outcomes but provides children with the opportunities that would not necessarily be open to them and help them to recognise their own strengths and value education.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of spoken language, particularly in early years, key stage 1 and stages of English language development (EAL pupils)</p> <p>56% of SEN pupils are eligible for FSM. Over 50% of the children of the children with identified SEND are in EYFS and KS1. A further number of children in EYFS are being assessed for speech, language and communication needs. SALT interventions are in place and baseline data is reviewed via WellComm and TALC.</p> <p>Vocabulary across school is limited and children lack the experience to use this in context to develop oracy throughout school.</p> <p>SEND in Mainstream Schools – EEF guidance report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=SEND%20in%20Mainstrea</p> <p>Metacognition and Self-regulated learning – EEF guidance report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>
2	<p>Academic resilience when challenged and faced with new experiences and learning</p>

	<p>Metacognition and Self-Regulated Learning has been a focus for teaching and learning. Boys attainment is lower than that of girls and this is impacting on outcomes at the end of key stages. 30% of Boys' in KS2 achieved Working At in writing, the combined RWM was also 30% for boys in KS2. Levels of engagement in their learning remain a focus. DATA</p> <p>Metacognition and Self-regulated learning – EEF report</p>
3	Parental confidence in supporting children at home ; including remote learning
4	<p>Attendance can be low of some children - particularly those identified as persistent absentees. Our attendance data 2020-21 indicates that attendance among disadvantaged pupils was 2% lower than non-disadvantaged pupils.</p> <p>26.5% of disadvantaged pupils were persistently absent in 2020-21 this is an increase from 20% in the previous year.</p> <p>Internal data assessments indicate that absenteeism is negatively impacting disadvantaged pupil progress.</p>
5	<p>Difficulties outside of school; e.g., bereavement, broken family structures, safeguarding/welfare, poverty. Social and emotional issues are challenges that particularly affect disadvantaged pupils including their attainment. 6 children receive one-to-one counselling with Place 2 Be and 4 children attend play therapy sessions. 3 children currently require 1:1 support/mentoring throughout the day to keep them in their lessons.</p>
6	<p>Gaps in learning due to the pandemic and ability to access learning from home. SLT focuses on key skills such as reading and phonics to support pupils accessing the curriculum.</p> <p>Pupil interviews have revealed our children do not retain their learning and find it difficult to discuss their learning. We know we need to provide opportunities to return to learning, addressing the gaps in knowledge as well as knowing more and remembering more.</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
<p>Challenge 1</p> <p>Low levels of language are addressed in Phase 1 so that children can access a range of learning opportunities.</p> <p>Children experience a wider range of vocabulary in order to access a broad and balanced curriculum.</p>	<p>Pupils are leaving Nursery and entering Reception with higher levels of spoken language.</p> <ul style="list-style-type: none"> • Nursery WellComm assessments show the impact of SALT provision. EAL pupils as well as all pupils make progress in their spoken language. Initial assessments are made in December. • In Reception outcomes in the TALC assessments improve with an increase of pupils achieving Blank Level 3 and 4 to 70%

<p>Parents attend workshops to ensure that they have the skills to support their child's language development.</p>	<p>Assessments from enhances SALT service show the % of children achieving blank levels.</p> <table border="1" data-bbox="676 309 1361 524"> <thead> <tr> <th>Level</th> <th>Autumn 2022 Assessments</th> <th>Summer 2022</th> </tr> </thead> <tbody> <tr> <td>Blank Level 1</td> <td>89%</td> <td></td> </tr> <tr> <td>Blank Level 2</td> <td>21%</td> <td></td> </tr> <tr> <td>Blank Level 3</td> <td>0%</td> <td></td> </tr> <tr> <td>Blank Level 4</td> <td>0%</td> <td></td> </tr> </tbody> </table> <ul data-bbox="628 577 1445 994" style="list-style-type: none"> • Learning walks and lesson observations provide evidence of speaking and listening opportunities in all classes and appropriate support is put in place to ensure all pupils develop oracy skills. • Monitoring activities provide evidence of pupils being explicitly and implicitly taught ambitious and appropriate vocabulary. • Well attended parent workshops provided by speech therapist. • Parents are confident to work at home and support their children developing speech and language 	Level	Autumn 2022 Assessments	Summer 2022	Blank Level 1	89%		Blank Level 2	21%		Blank Level 3	0%		Blank Level 4	0%				
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<p>Challenge 2 Children have the skills to make their own choices about their learning.</p> <p>The curriculum is sufficiently challenging to encourage children to think beyond the question.</p> <p>Children make progress in their learning through carefully sequenced lessons.</p> <p>Children are given opportunities to challenge themselves beyond the classroom.</p>	<p>Children are able to demonstrate resilience and are able to complete tasks independently.</p> <ul data-bbox="628 1093 1474 1442" style="list-style-type: none"> • Children are able to recall more and discuss their learning. • Retrieval practice is commonplace within lessons. • Children make use of resources and strategies that they have learnt. • Children are able to use strategies to enable them to achieve success within learning i.e. use the learning walls, 3 before me. • % of boys achieving the expected standard increases <table border="1" data-bbox="676 1451 1152 1733"> <thead> <tr> <th>KS2</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td></td> </tr> <tr> <td>Writing</td> <td>30%</td> <td></td> </tr> <tr> <td>Maths</td> <td>55%</td> <td></td> </tr> <tr> <td>GPS</td> <td>55%</td> <td></td> </tr> <tr> <td>RWM</td> <td>30%</td> <td></td> </tr> </tbody> </table>	KS2	2021-22	2022-23	Reading	40%		Writing	30%		Maths	55%		GPS	55%		RWM	30%	
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<p>Challenge 3 Parents are able to support their child with learning at home.</p>	<ul data-bbox="628 1778 1477 1966" style="list-style-type: none"> • In increase in parental engagement developed through a wider range of face-to-face events including; Coffee mornings, open assemblies workshops for maths, reading behaviours, curriculum overview and parents evenings. • A greater % of pupils read regularly at home 																		

- Outcomes in phonics improve and are broadly in line with national. National 2022 Year 1=76%, By the end of year 2= 86%

Workshop	Attendance 2021-22	Attendance 2022-23
SATS – KS1	10	
SATS – KS2	15	
Phonics	20	
Online Safety	8	
Healthy Eating	8	
Sex Education	5	
Reading – R-Y2	30	

Challenge 4 Attendance remains consistently at or above LA and national benchmarks.

Persistent absence is addressed and targeted interventions and support are in place to bring below the national figure of 8.2% (2019 data) particularly males (10.3% school; 8.3% national)

Attendance remains above 96% for the academic year. See HT reports to GB.

Attendance	20-21	21-22	22-23
All pupils	95.5%	94.3%	
Disadvantaged	93.2%	93.4%	

Persistent absence	20-21	21-22	22-23
All pupils	18.2%	15%	
Disadvantaged	20%	26.5%	

- The % of children achieving Gold, Silver and Bronze attendance awards improves over each term. See HT reports to GB.
- Class and individual prizes including weekly and end of year attendance trophies continue to positively drive attendance.
- Targeted interventions and individual weekly prizes to improve persistent absence; including targeted activities and rewards, Early Help etc.
-

Place-2-Be increases the awareness of support and provides an opportunity to talk. Children continue to self-refer for Place-2 talk. Issues identified centre self-esteem, bereavement, anxiety, friendship and anger.

Group	Sept-Nov 22	
Boys	13	
Girls	29	
Group sessions	41	
Individual sessions	8	

<p>Challenge 5</p> <p>To achieve and sustain improve wellbeing particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing is demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • An increase in pupils participating in enrichment activities among disadvantaged pupils e.g. after school clubs, educational visits, residential visits. 																								
<p>Challenge 6</p> <p>Children's lived experiences during the pandemic are addressed through the curriculum</p>	<p>The% of children are Working At in phonics by the end of year 2 is within 5% of the national average. Caseloads are identified to receive SLT (School Led Tutoring) and work within a small group on targeted reading skills and phonics.</p> <table border="1" data-bbox="571 548 1093 734"> <thead> <tr> <th>Yr 1 Phonics</th> <th>July 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>52%</td> <td></td> </tr> <tr> <td>D Pupils</td> <td>43%</td> <td></td> </tr> <tr> <td>National</td> <td>76%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="571 779 1093 969"> <thead> <tr> <th>Yr 2 Phonics</th> <th>July 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>67%</td> <td></td> </tr> <tr> <td>D Pupils</td> <td>70%</td> <td></td> </tr> <tr> <td>National</td> <td>86%</td> <td></td> </tr> </tbody> </table>	Yr 1 Phonics	July 22	July 23	All	52%		D Pupils	43%		National	76%		Yr 2 Phonics	July 22	July 23	All	67%		D Pupils	70%		National	86%	
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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: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT enhanced service interventions and assessments</p>	<ul style="list-style-type: none"> • Specialist knowledge that can be shared to impact on targeted group work and IEPs • Assessments undertaken twice a year to identify progress and next steps for the following year and specific children <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Early Years: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-</p>	<p>1</p>

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
SALT interventions by TAs and SENDCO	<ul style="list-style-type: none"> • Communication and language is the key to accessing the curriculum • SALT interventions written with the SALT ensure that teaching is targeted to specific need and is linked to a progress measure <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1
EMTAS support	<ul style="list-style-type: none"> • Children with EAL make progress when in class but with additional support from trained staff • Children's understanding of the school routines and ability to access the curriculum is supported to maximise opportunities for learning • Identification of any additional needs in home language are identified and addressed with staff • Referrals are made to SALT when identified <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EAL_and_educational_achievement_Prof_S_Strand.pdf</p>	5
AHT Time in UKS2	<ul style="list-style-type: none"> • Experienced teachers are able to provide timely intervention at the point of teaching • Therapies and specific small steps learning provide a solid foundation for understanding • In-class working allows for the children to learn alongside their peers and not lose out on valuable whole-class teaching <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1,2,6
Return to learning sessions in school	<ul style="list-style-type: none"> • Booster sessions have been implemented in previous years and have shown that outcomes have improved • Booster sessions are addition to school hours and are recognised to be more effective than after school 	2,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
School-led tutoring	<ul style="list-style-type: none"> • School-led tutoring is delivered by trained staff to address identified gaps in learning • Basic skills are addressed to ensure readiness to learn – pre-teaching; post-teaching; maths fluency; spelling; reading skills incl. phonics https://nationaltutoring.org.uk/schools/?gclid=Cj0KCQiA7oyNBhDiARIsADtGRZb_Z7_0Lrv2ZGt_cZkCYV5MxXxzZpKTVpFhFWi6QLYBBPpBmNoo48EaAjiWEALw_wcB	2,4,6

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement and support for SALT	<ul style="list-style-type: none"> • Parents can provide additional support to their children and have a clearer understanding of what is happening in school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parental	3,6
STEM projects	<ul style="list-style-type: none"> • Encourages children to be proactive thinkers and collaborate in problem solving activities • Transferrable skills • Raises aspiration • Identifies talent beyond the standard curriculum https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2
Place 2 Be and Play therapy	<ul style="list-style-type: none"> • Children have a space to discuss any concerns or worries which prepares them for any challenges • An external support network allows additional time for children to consider strategies that can help them with social, emotional issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring	2, 5

<p>Attendance Rewards and prizes</p>	<ul style="list-style-type: none"> • School achieve well when they are in school and receiving quality first teaching • Extrinsic rewards have supported the school to achieve significantly improved outcomes in attendance • The impact of the pandemic needs to be negated as there was a slight dip in the attendance data last year • Persistent absentees have significant disruption to their learning and this can be addressed in a number of ways – including through targeted interventions and rewards • First-day response phone calls are made and address any arising issues prior to escalation. <p>https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence</p>	<p>4</p>
<p>CFDO time</p>	<ul style="list-style-type: none"> • The CFDO monitors attendance and challenges where it is required • The CFDO networks with other attendance leads to ensure consistency of message across the cluster of schools • The CFDO utilises innovative practice to promote good attendance • The CFDO, is able to work in a proactive way to discuss worries or concerns about school • The CFD is able to work alongside Early Help to address any domestic issues <p>https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence</p>	<p>1,2,3,4,5</p>
<p>RESPECT Programme</p>	<ul style="list-style-type: none"> • Contextualised programmes support the older children to understand the impact of their actions on others and prepare them for transition to high school and beyond • Children learn strategies to deal with the issues beyond the school gates that could affect them as they move to high school and beyond • Children work with YOS workers who provide an alternative perspective and safe space to discuss any worries or issues arising • Children learn about how to deal with conflict and peer pressure <p>https://safeguardingchildren.salford.gov.uk/media/1455/7-minute-briefing-child-criminal-exploitation.pdf</p>	<p>5</p>
<p>Extra-Curricular activities incl. Trips and Visits</p>	<ul style="list-style-type: none"> • Extra-curricular activities provide opportunities to learn beyond the classroom • Focused activities that are adventurous and challenging encourage children to think and work outside of their comfort zone • Children are able to articulate how they feel and offer support to each other • Development of team working, collaboration as well as strategies to deal with conflict and anxiety <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Breakfast Bagels	<ul style="list-style-type: none"> • Children can come to school hungry, school provides a breakfast bagel everyday to ensure children have access to food and are ready to learn • School also receive boxes of cereal which can be used in school for hungry children and are also handed out to families in need • Breakfast deliveries are also part of tackling holiday hunger and are provided for targeted families who use the foodbanks or who are in financial difficulty https://www.magicbreakfast.com/ https://salford.foodbank.org.uk/	5

Total budgeted cost: £131,000 (supplemented by the school budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

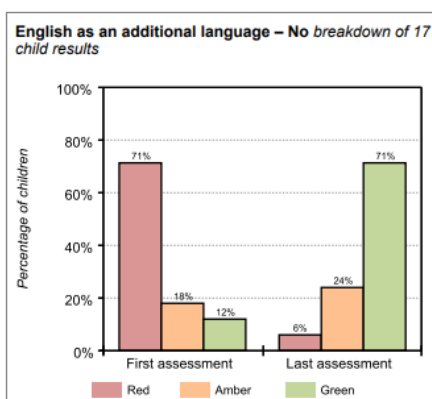
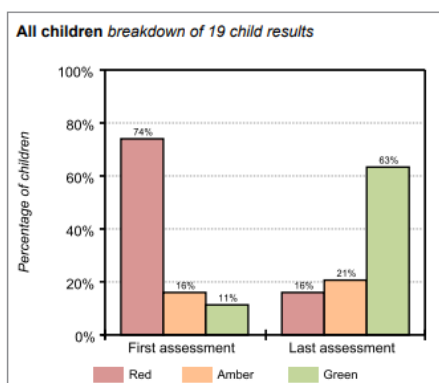
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Challenge number	Detail of challenge	Success Criteria
1	Low levels of spoken language, particularly in early years, key stage 1 and stages of English language development (EAL pupils)	Outcomes in assessments of spoken language in EYFS and of EAL children is tracked and evidences progress.

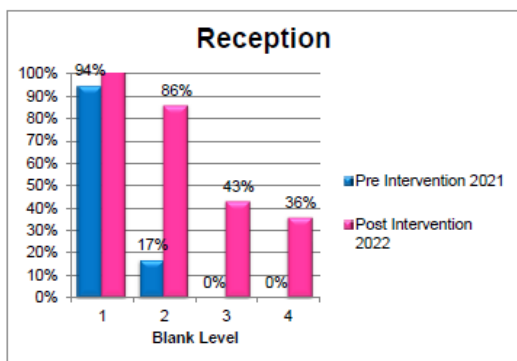
Comment:

Outcomes are based on the baseline and end of year outcomes in TALC and WellComm assessments. Children in all groups have made progress and this challenge is being addressed.

Nursery WellComm shows the impact of SALT provision on outcomes from the baseline moving from red to green. The EAL pupils as well as all pupils made progress in their spoken language. See charts below.



Reception TALC results indicate that interventions have had an impact on outcomes in the TALC. There has been a significant increase in the outcomes for all children in Reception at all levels. See chart below.



A focus on high expectations of vocabulary and support for tracking EAL progress will form part of next year's strategy.

2	Academic resilience when challenged and faced with new experiences and learning	Children are more independent in their learning and make use of resources and strategies that they have learnt.
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Comment:

Monitoring of learning across school has shown that children are more able to use resources to support them in their learning; e.g., manipulatives in maths. They are also making effective use, in most classes, of their previous learning to recall their knowledge. Further development of independence to know more and remember more will be in place next year alongside a review of the curriculum to identify core aspects of learning for recall. Metacognition and self-regulation strategies will be developed and incorporated into daily practice through the teaching and learning policy.

3	Parental confidence in supporting children at home; including remote learning	Parents engage in parental workshops and online activities.
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Comment:

Workshop	Attendance 2021-22
SATS – KS1	10
SATS – KS2	15
Phonics	20
Online Safety	8
Healthy Eating	8
Sex Education	5
Reading – R-Y2	30

Plans to develop coffee mornings and open assemblies up to parents from September 2022 to engage more parents is in place. Additional workshops are planned into the academic year to include additional workshops for maths, reading behaviours, curriculum overview and additional parental open events throughout the year. Face-to-face parents evenings are planned in for the Autumn Term 22.

4	Attendance can be low of some children - particularly those identified as persistent absentees	The attendance of persistent absentees improves following initiatives.
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Comment:

Attendance continues to be a focus on the school improvement plan and for disadvantaged pupils. Persistent absence remains a focus and attendance is tracked termly alongside other schools in the cluster.

Attendance	20-21	21-22
All pupils	95.5%	94.3%
Disadvantaged	93.2%	93.4%

Persistent absence	20-21	21-22
All pupils	18.2%	15%
Disadvantaged		

5	Difficulties outside of school; e.g., bereavement, broken family structures, safeguarding/welfare, poverty	<i>A structured approach to supporting children and families is in place so that children are supported to make progress.</i>
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Comment:

The learning mentor left in the middle of the academic year and school provided access to Play Therapy and TLC mentoring for upper key stage 2 children. The play therapy was a reduced provision for the Summer Term due to staffing. TLC mentoring continued throughout the year.

Outcomes at the end of year 6 showed improvements on the previous years due to positive attitudes to learning that were supported by the mentoring programmes. Disadvantaged attainment is higher than that of other pupils.

All pupils:

	Reading	Writing	Maths	EGPS	R/W/M combined
% achieving the national standard	66%	49%	66%	71%	43%
Provisional National 2022	74%	69%	71%	72%	59%
% achieving the higher standard	34%	0%	17%	34%	0%
Provisional National 2022	27%	10%	21%	26%	6%
Progress score	2.8	-2.6	1.6	-	
Pupils' average scaled score	104		102	105	
LA average scaled score 2022	104		103	105	
National average scaled score 2022					

Disadvantaged pupils (15):

	Reading	Writing	Maths	EGPS	Combined
National standard	73%	53%	67%	73%	47%
Higher Standard	40%	-	13%	27%	-
Progress Score	4.1	-2.2	-0.1	-	-
Average scaled score	106	-	101	104	-

6

Gaps in learning due to the pandemic and ability to access learning from home

Gaps are identified and children are supported with interventions and school-led tutoring to ensure basic skills are addressed. Children make progress in basic skills.

Comment:

School-led tutoring and interventions were in place across school. Children who accessed the school-led tutoring made progress in their targeted areas of learning.

All pupils:

All Pupils (41 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	22 (53.7%)	23 (56.1%)	22 (53.7%)	22.3 (54.5%)
Progressed by 5 steps	3 (7.3%)	2 (4.9%)	2 (4.9%)	2.3 (5.7%)
Progressed by 4 steps	0 (0%)	1 (2.4%)	2 (4.9%)	1.0 (2.4%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	1 (2.4%)	0 (0%)	0 (0%)	0.3 (0.8%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Disadvantaged Pupils School-led tutoring:

All Pupils (19 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	13 (68.4%)	13 (68.4%)	13 (68.4%)	13.0 (68.4%)
Progressed by 5 steps	1 (5.3%)	2 (10.5%)	1 (5.3%)	1.3 (7.0%)
Progressed by 4 steps	0 (0%)	0 (0%)	1 (5.3%)	0.3 (1.8%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	1 (5.3%)	0 (0%)	0 (0%)	0.3 (1.8%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

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
UKS2 and LRP pupils - SeeSaw (for Remote Learning)	SeeSaw
Year 6 - Respect	Salford Youth Offending Team
Whole School - Assessment and addressing gaps in learning (Core Subjects and HSRE)	PiXL
KS2 - 1 to 1 Counselling	TLC
KS1 and LKS2 - Play Therapy	Natalie Walton (local provider)
EYFS and KS1 Speech Therapy Buy-In	Salford NHS
Whole school - Times Tables fluency	Times Tables Rockstars
Place2Be Counsellor	The Law Foundation

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Children are supported through links to Wood Street Mission which provides the children with access to free uniforms and clothing. They have also provided children with books through Book Roadshows and deliveries (during COVID). Individual packages of support have also been provided included bedding and bikes to help the children get to school. This support is essential to remove barriers that could prevent the children from attending school and, therefore, making progress.

School staff utilise the support of St Philip's Church who run the foodbank and additional advice services weekly from the church. Families have been able to speak with staff who have been able to provide advocacy for families where language or understanding has been a barrier. They also provide Bags of Hope for identified families. Deliveries were completed throughout lockdown.