

St Joseph's Catholic High School

Pupil Premium expenditure report and plan 2021-23



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 up to 2023.

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.

Detail	Data
School name	St Joseph's Catholic High School
Number of pupils in school	984
Proportion (%) of pupil premium eligible pupils	113 students (including 12 and 13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	29.11.21
Date on which it will be reviewed	Termly (otherwise 01.09.22)
Statement authorised by	Mr Ciran Stapleton
Pupil premium lead	Ms Emily Paines (Maternity) Miss Kelly Riddles
Governor / Trustee lead	Mr Jim Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96 000
Recovery premium funding allocation this academic year	£ now placed to PP budget (£24k)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,300 (B'fast costs saved due to Covid shutting the school canteen)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 110,300

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's mission is to 'Unlock Belief in All'. We believe all are created equal and in the image of God. We seek to generate the finest opportunities and experiences for every single student in the school regardless of starting point and ensure all can fulfil their God given potential with the attributes, skills and knowledge they learn. At St Joseph's Catholic High School our strategy for improving the performance of disadvantaged students is based on research by the NFER which identified that schools which made the biggest difference were guided by these seven principles for success:

1. Whole-school ethos of attainment for all
2. Addressing attendance and behaviour
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responsive to evidence
7. Clear, responsive leadership

How does your current pupil premium strategy plan work towards achieving those objectives?

Whole-school ethos

One of the biggest barriers to student achievement is expectations - the expectations that children themselves have and the expectations which their parents or carers have. We work consciously to avoid stereotyping PP students by referring to them as a group, but work with students as individuals and address their needs accordingly. We have high expectations for all students - whilst we are aware of the barriers to improvement that PP students face; we challenge any assumptions that they have less potential to succeed.

Addressing attendance and behaviour

The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a student-by-student basis. We do recognise that PP students nationally are more likely to have poor attendance and we take this into account when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers. We analyse all absence and exclusion data on a whole-school basis as well as by sub-group (including PP students).

High-quality teaching for all

We invest highly in our staff and choose to hold weekly training rather than one-off inset days. Our key focus is staff accountability to know their students and to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, and ensure that PP audits form a part of all such reviews.

Meeting individual learning needs

PP students who meet the requirement will have a one-page pupil profile which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The students contribute to these profiles so that their voice can be heard. Teachers are required to take this information into account in their planning, teaching and feedback to students.

Deploying staff effectively

We overstaff in key areas where possible, so that we are able to create small intervention groups, wither on a short-term or long-term basis. We match student need to teacher expertise, and assess students on entry to intervention as well as when intervention is complete so that we can evidence impact and adapt future intervention where necessary.

Data driven and responsive to evidence

All students are assessed in each subject a minimum of once per half-term. There are 4 major Data collection points which are summative. This will be reduced to 3 from September 2022. The information gathered from assessments is added to teachers’ assessment of classwork and homework as well as to their own professional judgment of students’ progress. There is a school-wide approach to marking and feedback to enable teachers and students to work together on the next steps to improving performance. The Pupil Premium Lead then works with Heads of Department to identify students for intervention. This identification will take student needs into account.

Clear, responsive leadership

Analysis of the school’s exams results show that we have clear, responsive leadership with regard to the school in general but PP students in particular. We have continued to ensure that PP students achieve above national averages and that the gap between PP and non-PP students continues to close.

Challenges

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

Challenge number	Detail of challenge
1	Students not having the belief that they can go on to higher education because no one in their family has done so. For many students they lack a figure within the life that has gone on to higher education and as a result do not think this is a pathway that someone of their upbringing can go onto achieve or simply that this pathway is ‘not for them’.
2	Developing a culture within our PP students of ‘Yes I can’. For many of our PP students their experience of education has been they do not have the Attributes , skills and knowledge (ASK) to be as good as anyone else. This is also heightened that when comparing themselves to their peers they also do not have the resources to do better in their education. This leads to a ‘can’t do’ attitude where learning is more must rather than a want. Many will try to ‘opt out’ or ‘hide in plain sight’ in lessons.
3	Parental engagement – For many of our PP students, parents either have jobs that are not flexible with school times so engagement at parents’ evening is limited or as above, a similar attitude that education is more of a hindrance and is stopping them from getting a job

4	Attendance and punctuality – attendance is always a concern and this has the biggest impact in learning.
5	Covid – Covid has had a huge impact on all in society but disadvantaged students will have suffered the most. From statistically already being academically and socially behind their peers, lockdown will have widened the gap for disadvantaged students.

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>All PP students will have a belief that their learning is in their own hands and they can take control of their destiny. This is strongly linked to independence in learning (in particular language development and comprehension) and ensures that our PP students do not opt out and know they can contribute to school life .</p> <p>PP students should then have an outcome strongly identified with a focus on language so that there is an increasing ability to perform reading, orate (and participate in lessons) and comprehension.</p>	<p>Rapid increased language development and/or comprehension/ reading scores for PP students – measured against national and school context.</p> <p>Attendance increased</p> <p>Punctuality increased</p> <p>Completion of classwork and homework</p> <p>Students applying to 6th Form and those that are able and desire to do so - university</p> <p>Through student questionnaire students having a desire from a young age of staying on in education and seeking a profession</p>
Progress of students to be equal or better to that of non-PP students	<p>GCSE results</p> <p>A-Level/BTEC results</p> <p>Gatsby Benchmark</p>
<p>All PP students will have a desire to succeed at school. PP students become self regulated learners and will be able to develop their own independent learning skills by planning, monitoring and evaluating their approach to any given task (rather than rely on teacher affirmation).</p>	<p>Student voice responses</p> <p>Attendance</p> <p>Punctuality</p> <p>Detention and exclusion data</p>
Student engagement in homework and intervention sessions	<p>Satchel One reports for homework completion</p> <p>Intervention registers (Classnotes software from January 2022)</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: £ 24K

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p><u>Teaching and Learning Strategy</u></p> <p>1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.</p> <p>2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils. Disadvantaged pupils should not be considered 'someone else's responsibility'.</p> <p>3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.</p> <p>4. Focus on literacy development and the increase in reading age of all of our students</p>	<p>The National Pupil Premium Event: Effectively Supporting Disadvantaged Children:</p> <p><i>'With the impact of Covid-19 threatening to reverse progress made on the attainment gap between disadvantaged pupils and their peers, the Pupil Premium is more important than ever'.</i></p> <p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'Nearly all teachers estimate that their pupils are behind in their curriculum learning, with the average estimate being three months behind. Over half of teachers estimate that the learning gap between disadvantaged pupils and their peers has widened'.</i></p> <p>The strategy will focus on the following areas following a <i>whole school review of the provision of the Curriculum for the next 5-6 years</i>. This has also reviewed the current years at Key Stage 3 and 4 and taken into consideration the impact of 20 months of disruptive learning across all learners – including the PP students. <i>A review of the school learning policy</i> to this end was also undertaken (with consequent inset) and sharply re-directed our focus to a more research led approach to pedagogy and effective learning informed in particular in light of <i>Marcus Rowlands 'Addressing Educational Disadvantage' 2021</i>.</p> <p><u>Feedback</u> either verbally or in writing to every PP student in every lesson. Each PP student will be given a clear target that they need to address within the lesson. The feedback is to create a dialogue with the student and hopefully develop a higher level of engagement.</p> <p><u>Directed questioning</u> – PP students will be questioned throughout the lesson to support them in ensuring that they are actively learning. The introduction of a 'hands down' policy for questioning to this end.</p> <p><u>Homework</u> – For each subject there will be a clear homework timetable that will be monitored for completion. Satchel One has been introduced in order to set, and track homework as well as increasing parent engagement.</p> <p><u>Behaviour for learning and classroom environment</u></p>	<p>2, 3, 4</p>
--	--	----------------

	<p>In line with the 5 non-negotiables. St Joseph's is using a school wide behaviour monitoring strategy through Satchel One</p> <p>Staff CPD for teaching and learning focuses on Rosenshine's principles building into lessons a recap of previous learning, presenting information in small manageable quantities, frequently questioning students, and checking understanding. A large part of this is scaffolding and modelling.</p> <p><u>Scaffolding and modelling</u> - Initially teachers provide enough support so that pupils can successfully complete tasks that they could not do independently. Then move into collaborative learning - pupils working together on activities or learning tasks in a group small enough for everyone to participate.</p> <p>Visualisers to be purchased for classrooms to embed ways of modelling language development, writing and scaffolding answers for students.</p> <p><u>Literacy</u></p> <p>Introduction of a reading program during extended tutor time so that all students engage with reading books through the school year. Students' reading ages are assessed at intervals during the school year and interventions put in place by departments and the literacy coordinator for those needed additional support. Introduced in September 2021 for 20 mins a day. After Sept – Dec. 2021 review of effectiveness this will be extended to 35 mins per day in September 2022 and the school day altered (pending consultation with all stakeholders in the wider community).</p>	
--	--	--

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

Budgeted cost: £ 24K (additional funding from catch up funding transferred to PP funding by Nat. Govt)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>February half term and Easter Revision, coursework workshops</p> <p>The February and Easter revision focus for Year 11 has been a successful approach adopted by the school to teach revision strategies,</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020:</p> <p><i>"Teachers estimate that 44% of their pupils are in need of intensive catch-up support"</i></p> <p>The strategy will focus on the following areas:</p>	<p>5</p>

<p>offer in-depth revision classes and the use of ICT suites and resources for all students. In previous years these sessions have been well attended and the Head of Year 11, Heads of Departments and the Senior Leadership Team focus on Pupil Premium students and identify support for these students.</p>	<p>Analysis of data from end of year 10 attainment year 11 teaching to identify key individuals, leading to in lesson and in department intervention.</p> <p>Intervention in the key areas through holiday sessions.</p> <p>Online platforms – use of Microsoft Teams and Satchel One to effectively deliver resources and support to individuals and classes; giving students the ability to look back over lessons and resources.</p>	
<p>Targeted intervention run for students informed by data.</p> <p>Weekly tuition groups and small group catch up sessions.</p> <p>We will direct extra tuition within the core departments for students behind in Maths, English and Science</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>With the exception of pupils working towards examination specifications, catch up needs to be treated as a long-term endeavour rather than a 'quick fix'.</i></p>	5

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

Budgeted cost: £86,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Breakfast Club:</p> <p>1 in 5 children in the UK are currently at risk of going to school hungry. This issue of child hunger and food poverty is of critical importance and eating a nourishing breakfast is pivotal to a young person's development.</p> <p>The breakfast club is open to all students at St. Joseph's. The students are provided with a free breakfast and ensures that no student starts their learning hungry. They are prepared both mentally and physically to meet the demands of the academic day.</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'Senior leaders' top priorities for September are to provide support for pupils' emotional and mental health and well-being (81 per cent); to re-engage pupils with learning (64 per cent); and to settle them into school (63 per cent). Academic catch-up activities are most likely to take the form of small-group or one-to-one sessions'.</i></p>	1, 4,

<p><u>Transportation:</u></p> <p>Provide transportation for those PP students who do not have appropriate means of travel to and from school through bus passes.</p> <p>The 'bus' that will pick up our PP students whose punctuation is poor.</p>	<p>It is vital that all of our students have appropriate modes of transportation to and from school to ensure their academic success.</p> <p>The morning 'bus' will help to ensure that the attendance and punctuality of our PP students is in-line with our non-PP students. This will also help to ensure these students are in lessons and support them with their academic progress and achievement.</p>	4
<p><u>Uniform:</u></p> <p>Providing uniform – both everyday uniform and PE kit to those PP students who cannot afford it.</p>	<p>We need to ensure that all our PP students feel no different from our non-PP students, therefore we will provide any necessary uniform to those students who are struggling to clothe themselves in terms of uniform.</p>	2
<p><u>Provision of IT equipment</u></p> <p>PP students will limited access to IT at home have been loaned an iPad or laptop to aid their completion of coursework, revision and study.</p> <p>During remote learning, 86 devices were given out to students, including 17 Pupil premium students</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'In future episodes of partial lockdown, 'blended learning' must ensure equity for all pupils. Effective remote learning needs to be coupled with high-quality in-school teaching for vulnerable pupils, children of keyworkers, disadvantaged pupils and pupils with unsuitable home learning environments (rather than specific year groups)'.</i></p>	1,2
<p><u>Educational trips</u></p> <p>Where it is considered that a school trip will enhance a student's understanding and progress within a subject trip, costs have been subsidised or paid in full for PP students where required. Ensuring they are having access to the same experiences as non PP students.</p>	<p>The aim with this initiative is to expose our PP students to different experiences. It will undoubtedly be an opportunity that will shape them as a person and help in allowing them to understand that they can achieve through exposure to new experiences.</p> <p>It is important that all students, despite their socio-economic background, are given the same opportunities. This will help to eliminate inequality and allow for all of our students to experience an enriching activity.</p>	1,4
<p><u>Raising Aspirations and Cultural Capital:</u></p> <p>All PP students will be given the funding to attend all subject related trips that apply to them. In addition, we will be running specific trips to encourage culture capital within our PP students. We</p>	<p>Following a review of the whole school curriculum from June 2021 to December 2021 , the school will move from a 2 year Key Stage 3 to a 3 year Key Stage 3 (and from a 3 year Key Stage 4 to a 2 year Key Stage 4) after assessing the impact of the current snapshot of pupil's progress of Attributes , Skills and Knowledge and readiness for the next stage of learning (i.e. transfer from KS2 to KS3 and KS3 to KS4. This included is a review of the fittingness of school</p>	1, 2

<p>want to give our students the exposure to different activities like theatre, travel, sport, art and museums to allow these young people to understand the wider world.</p> <p>Music lessons</p>	<p>day and provision for the PP students to experience educational trips and where there is space for raising aspirations and cultural capital in the existing Curriculum 2021-22. After consultation with our Parents Forum, Local Governors, Trust CEO and Middle Leaders, we have adjusted the Curriculum to this aim for September 2022 and intend to pilot a series of Electives (extra-curricular activities run whole school vertically through the student body) in the school day timetable in the last half of the Summer term 2021 for full implementation from September 2022 onwards.</p> <p>Additionally further curriculum time will be given to the Literacy All Form reading from 20 mins (2021-22) to 35 mins (2022-23) per day.</p>	
<p><u>Aspiration interventions</u></p> <p>Careers support and guidance</p> <p>We recognise that students may not be encouraged to attend University or pursue professional careers.</p> <p>Careers focused school provision will be designed to improve students' education, employment and social outcomes.</p> <p>Details of talks and events shared with students to give them experiences of careers, widen their knowledge.</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Careers provision which provides learning either individually or in groups, which has been designed to help students to develop the knowledge, confidence, and skills they need to make well-informed, relevant choices and plans for their future so they can progress smoothly into further learning and work.</p>	1

Part B: Review of outcomes in the previous academic year

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium strategy outcomes

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

For the year 2020-2021 there were 99 students in Years 7-11 on the Pupil Premium register at St. Joseph's. The school received £935.00 of Pupil Premium funding per student. The funding was used specifically to ensure that the academic progress of Pupil Premium students was in line with the achievement of their peers.

Three key areas where we targeted are Pupils Premium funding for 2020-2021 was:

Low aspirations:

Many of our PP students have not had opportunities to understand the world outside their local community. This has resulted in a distinct lack of exposure to different cultural or social events that, perhaps, our non-PP students have participate in. It is important to note that many of our PP students will be the first person in their families to have the ability to attend university and in some cases Sixth Form.

Homework:

Homework is a persistent problem for many of our Pupil Premium students. For many do not have a quiet place or the necessary resources to allow them to complete their homework at home. In addition to this, responsibilities or the lack of accountability on both the part of the parent and/or teacher allows the student to 'get away' with not completing their homework. This will inevitably create gaps within the students learning and knowledge, causing them to fall behind.

Engagement in Lessons:

Many Pupil Premium students struggle to concentrate in lessons due to engagement and understanding. At St Joseph's high quality teaching and learning is the top priority.

We followed a 3 tier approach to raising achievement and narrowing the gap. Each tier has been designed to ensure that the Pupil Premium spend is targeted, transparent and sustainable.

Tier 1 - Teaching

Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention.

1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.
2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils.
3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.

Tier 2 - Targeted academic support

Targeted academic support is skillfully designed to provide quality valid additional curriculum, implemented with commitment for all students. Continuous monitoring of progress is an integral part of the process to quickly identify those who are not responding and need further intervention.

Examples include:

- Maths and literacy interventions
- Small group tutoring
- In class intervention strategies

Tier 3 – Wider strategies

Wider strategies may include non-academic use of the pupil premium such as providing a breakfast club so that students are ready to face the day.

The broad aim of the Pupil Premium is to raise attainment through the following outcomes:

1. All PP students will have improved attainment in English and Maths.
 - 100% of PP students made 3 levels of progress in both English and Maths
2. All PP students will make the same progress as non-PP students.
 - P8 score for PP students +0.48
3. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.
 - Where life of the school was affected last year due to COVID lockdowns and restrictions, we put on a whole school St Joseph's celebration day to bring the school community together.
 - Pupil premium students were also given well-being packs which each included a reading book/series of books, a creative activity, a sports activity and a voucher for 2 to jump in trampoline park in Slough
 - Exclusion data shows low number of incidences for PP students as compared with the rest of their year group

Year	Number of PP exclusions	Number of non-PP exclusions	Number of PP behaviour incidences	Number of non-PP behaviour incidences
7	0	3	11	68
8	5	10	9	89
9	3	11	16	70
10	2	14	17	78
11	3	11	12	66

Desired Outcomes	Success Criteria	Review of success criteria
A. All PP students will have improved progress in English and Maths.	<ul style="list-style-type: none"> • There will be an increase in the % of PP students making expected progress in English and Maths in GCSE examination in 2021. • There will a reduction in the progress gap between PP and other students in all other year groups. 	2021 <ul style="list-style-type: none"> • P8 Maths Non PP +0.73 • P8 Maths PP +0.04 • P8 Eng Lan Non PP +0.5 • P8 Eng Lan PP -0.02
B. All PP students will make the same progress as non-PP students.	<ul style="list-style-type: none"> • There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2021. • There will a reduction in the progress gap between PP and other students in all other year groups. 	2021 <ul style="list-style-type: none"> • P8 score for PP students +0.48

<p>C. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.</p>	<ul style="list-style-type: none"> • There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2021. • There will a reduction in the progress gap between PP and other students in all other year groups. • There will be an improvement in the percentage of PP students engaging in after school activities, trips, interventions and leadership roles within the school. 	<ul style="list-style-type: none"> • Where life of the school was affected last year due to COVID lockdowns and restrictions, we put on a whole school St Joseph's celebration day to bring the school community together. • Pupil premium students were also given well-being packs which each included a reading book/series of books, a creative activity, a sports activity and a voucher for 2 to jump in trampoline park in Slough
<p>D. PP students to attend school as regularly as non-PP students.</p>	<ul style="list-style-type: none"> • Attendance of PP students is at least 95% for each year group. • Punctuality of our PP students to improve in line with that of non- PP students. 	<ul style="list-style-type: none"> • Overall attendance of school 95.65%, PP attendance 92.94% • Devices and internet connection given to students to allow them to attend during remote teaching (PP attendance 79%, non-PP attendance 88%)

Pupil premium strategy outcomes

Year 11 2020-2021 Non-pupil premium		Year 11 2020-2021 PUPIL PREMIUM - 29 students 28 students with KS2 results	
9-5 inc EnMa	72%	9-5 inc EnMa	58.62%
9-4 inc EnMa	58%	9-4 inc EnMa	58.62%
English 9-5	75.86%	English 9-5	75.86%
Eng 9-4	88%	Eng 9-4	79.31%
Maths 9-5	60%	Maths 9-5	58.62%
Maths 9-4	73%	Maths 9-4	65/52%
English 3LP	100%	English 3LP	100%
English 4LP	52.94%	English 4LP	52.94%
Maths 3LP	100%	Maths 3LP	100%
Maths 4LP	31.25%	Maths 4LP	31.25%
PP P8 Score +1.02		PP P8 Score +0.43	

Year 10 2020-2021 PUPIL PREMIUM - 28 students	Year 10 2020-2021 Non-pupil premium
--	--

28 students with KS2 results			
9-5 inc EnMa	10.71%	9-5 inc EnMa	27.61%
9-4 inc EnMa	50%	9-4 inc EnMa	45.52%
English 9-5	42.86%	English 9-5	48.51%
Eng 9-4	67.86%	Eng 9-4	67.16%
Maths 9-5	35.71%	Maths 9-5	39.55%
Maths 9-4	57.14%	Maths 9-4	59.70%
English 3LP	100%	English 3LP	95.92%
English 4LP	40%	English 4LP	53.06%
Maths 3LP	87.50%	Maths 3LP	76.19%
Maths 4LP	12.50%	Maths 4LP	19.05%
P8 Score -0.56		P8 Score -0.58	

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?