



The Priory Catholic Voluntary Academy

PUPIL PREMIUM PLAN 2020-2023

Mission Statement

The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ.

Jesus said: "I am the vine; you are the branches" (John 15:5)

Guiding Rationale

Our religious beliefs coined within Catholic social teaching are central to the provision throughout the whole school; and the foundation on which the ethos of the school is built. Every person is recognised as a unique creation of God; it is the intention of every member of staff, for each child to be assisted in every way possible, to achieve his or her potential in all the fields which make up the whole human person: the academic, social, moral, physical and spiritual.

As Jesus taught through his actions and words, everyone has the right to be treated equally –with dignity and respect. All who work and learn here do so in the knowledge that God created us as unique individuals where our differences; whether of: disability, gender, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation and age, are celebrated as part of the wonderfully created world in which we live.

Our attitudes are Gospel led and every opportunity is taken to refer to behaviour norms which are seen as desirable and which epitomize those which are fostered by the Gospel teachings. This is especially the case in the ways in which we respect and relate to others through:

- valuing, respecting and promoting the rights, responsibilities and dignity of individuals within all our professional activities and relationships
- all members of staff feeling valued, well trained and able to perform their professional duties free from undue and damaging stress
- ensuring the equality of educational opportunity based on merit; irrespective of background, beliefs and socio-economic contexts.

As a worshipping community, we appreciate the importance of prayer in our daily lives and try to present as many opportunities as possible to participate in this intrinsic part of our Catholic Faith. It is from this action and acknowledgement of our faith that we are impelled to share our resources –the school and parish community undertake a great deal of charity work; supporting the global family of God on a local, national and world-wide basis.

1. POSITION STATEMENT IN LIGHT OF COVID19 – LENT 2021

This year has seen such disruption, that the conventional PP plans put in place have been put on-hold. Official testing, and the data this produces which the school uses as part of its measures and review, did not take place due to Covid19. This year's plan has also been superseded by Return to School Action Plans and Catch Up Plans – in response to the turbulence caused by the pandemic. These are posted on the website as part of The School Improvement Plan, and follow government (DfE and Ofsted) guidance as well as the results and evidence from research (EEF).

In previous years, the school has had a strong focus on supporting the pastoral care for disadvantaged pupils with the aim of improving the social, emotional and mental health of pupils eligible for pupil premium funding. We have also focused on providing targeted interventions for disadvantaged children who are falling behind in their reading, writing and mathematics. In addition, the school has provided opportunities for disadvantaged pupils through the co-curriculum such as music lessons, school trips and residential activities.

Analysis of data shows that Pastoral Interventions such as pastoral support staff, nurture room, support from ELSA trained teaching assistants, have a positive impact on children's ability to access the curriculum through improved resilience and positive mental health.

After reviewing the impact of PP spending in previous years and in light of recent publications by the EEF on pupil premium spending we have taken the decision to focus our PP spending on improving teaching and learning across the school. We believe that high quality teaching and careful planning can have a huge impact on outcomes for disadvantaged pupils.

We have taken an evidence-informed approach when planning our PP strategy by listening to how other schools have faced the challenges of closing the gap and as a result of training from the EEF, we have taken the decision to use PP funding to improve teaching for all pupils through staff training in metacognition and self-regulated learning including setting high expectations, understanding pupils' starting points, providing the right level of challenge and providing effective feedback.

The school aims to return to these overarching aims in due course – and at such a time when all pupils return to school.

2. SUMMARY OF THE MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT

The Priory Catholic Voluntary Academy firmly believes that early literacy skills and holistic development are essential for all young children to flourish. Where Disadvantaged Pupils struggle against their peers, or to meet National Expectations, it is a lack of these learning aspects within their lives, or opportunities to develop these, that creates subsequent barriers; through the gaps created in their learning and development.

As a result, the school aims to provide the support and enrichment necessary to help boost these skills. We have prioritised early intervention and getting the curriculum offer right, from the EYFS onwards. Therefore, we have invested significantly this year in highly effective Foundation Stage and Phonics leaders to develop phonics and early writing skills in an overall provision programme which is: well-staffed, resourced and expertly delivered by a well-trained and highly effective workforce. Evidence shows that early success with literacy skills, ensures that the children are literacy ready and enables them to achieve what is expected, as they progress through school and access the wider curriculum. This has been integral to the continuing success of the school by the time pupils reach the end of Key Stage 2. Firm foundations have led to high achievement, which has included the attainment of Disadvantaged Pupils.

Lack of opportunities and the low self-esteem of Disadvantaged Pupils, is also a barrier to learning. This means that the school does invest a proportion of PP Funding towards additional events. This has included targeted participation in a wide range of clubs and activities which largely take place after school, and indeed ensuring that pupils in receipt of PP funding attend school trips and visits without their parents being asked for a voluntary contribution.

In terms of developing the right attitudes and dispositions, to be successful for life, we also believe that young people need adult role models to help provide the inspiration for this. As such, we have developed a close working relationship with mostly male role models who are well known in our community who have visited school to talk to the pupils. They have planned their talks in line with a follow up writing task; as we seek ambition for all pupils to want and love to write. They have been inspirational speakers, and shared their routes to successful jobs and roles in the community; and the barriers that they had to overcome, early in their lives. Together, our plumber; former Chief Constable; electrician; councillor; and, children's novelist; have promoted a positive mentality and 'can do' mindset. This in turn, through their written work, clearly instills positive attitudes in our young learners. We aim to invite these and other role models such as representatives from Nottingham Forest (to talk about ambition) and a local Community Protection Officer –into school again this academic year.

Other barriers to achievement are: the increased demands of the new curriculum, ensuring that pupils are motivated for success and also supported with any gaps in their learning. This means that the school has invested in delivering a dynamic curriculum alongside an engaging learning experience. We do strongly believe though, that a highly effective and inspirational teacher makes the biggest difference of all, in closing the academic gap; successfully supported by well trained and effective Teaching Assistants. Together, their work ensures that pupils leave us for the next phase of education as successful and motivated learners with increased life chances. Teaching and learning is always at the heart of this.

3. PUPIL PREMIUM STRATEGY RATIONALE

Over previous years we have put in place systems that provide additional feedback, guidance and support that pupils require and that may not be forthcoming at home. Examples of this are the Breakfast, One to One “Switch On” Reading and other interventions bespoke to pupils’ needs. This year, we have made a substantial investment in our nurture group; a new initiative in our School Improvement Plan (number 4) and provision which takes place each afternoon.

Based also on research findings and current pupils’ needs; the school has committed spending the next academic year’s grant as set out in the School Improvement Plan at action point 4:

Enhance provision for vulnerable pupils within and across the school as per the pupil premium plan

Within each class, teachers and support staff target pupils in receipt of the grant so that they ensure appropriate progress is being made and ensuring that their teaching strategies and plans are adapted to pupils’ needs to ensure that this takes place effectively.

Lesson observations carried out by SLT indicate that this process is having a positive impact on pupils’ academic progress. The deployment of Teaching Assistants is a major strength of the school –they are on-hand to support teachers in nurturing pupils in order that they feel happy, safe and ready to learn.

In addition to this process –which is often called “Quality First Teaching” other actions which will continue from last year’s plan and provision are:

- Pupils who attend breakfast club (free of charge) as an ELSA trained Teaching Assistant is on hand to oversee and cater for pupils' needs; and then monitoring to ensure that they are engaging and achieving at this time; ready to begin the school day with a positive mind-set.
- Pupils who attend after school club (free of charge) where they continue to access interests and learning beyond the supplied curriculum. This year our PE Teacher is to select pupils in receipt of the grant for sporting fixtures and events – some of which will be tailored to the individual needs of the pupils. He is keeping abreast of their participation.
- Teachers and Teaching Assistants to continue raising pupils' self-esteem through awarding more short -, sharp – and regular bursts of praise in line with the Feedback Policy through the awarding of certificates and –to a greater extent –stickers; in line with Quality First Teaching approach and our positive behaviour training delivered by Pivotal Education.

The School Improvement Plan at action point 4 continues:

“...with additional support being well-planned and effectively delivered through high quality nurture and pupil well-being provision.”

As set out in the school improvement plan, provision is in place for:

- Pupils to frequently attend the school's new afternoon “Nurture” provision headed up by Mrs Mucha who –in line with the new ELSA training and in conjunction with Mrs Smith (Family Liaison Lead) –will ensure that they can achieve at their own pace, and in a more relaxed learning environment; geared to specific needs.
- Access to the nurture provision with Mrs Mucha and the team of Teaching Assistants provides themes throughout each week which are:
 - Mindfulness
 - Emotional Resilience
 - Friendship
 - Keeping safe and well
 - Needs based, well-being, around the individual

- These themes are delivered through activities which include:
 - Art therapy
 - Circle time
 - Forest School –for Foundation Stage pupils
 - Lego club and Lego explore (with additional challenge Lego kits purchased)
 - Role Play
 - Sensory time
 - Music and outdoor learning in line with the Forest School approach
 - Cooperation games
 - Group and individual reading around pupils’ interests

Each afternoon, in addition to the themes and planned provision, there is also other child-initiated activities (e.g. playdough; construction; art; reading; games and free play Lego) for pupils to manage their own learning and needs.

Mrs. Smith (also ELSA trained and our Family Liaison Lead) helps oversee the nurture provision by working closely with Mrs Mucha in order that the provision as set out for pupils, is having the desired impact; in meeting their social and emotional needs; as well as impacting positively in academic areas of the curriculum. Mrs Smith’s role in communicating with parents and carers about children’s progress is a key and necessary role for the programme to be a successful partnership between school and home.

Teachers continue to ensure that pupils receive academic support to close the gaps to the rest of their peers (see below for end of KS2 outcomes for the previous 3 years). This support includes undertaking activities and interventions bespoke to the pupils’ needs, which are well managed and mapped out on provision maps.

Parents and carers are kept well informed through reports at Parents/Carers’ Reviews and during 1PP/SEN/PEP/LAC reviews; they are also kept up to date through newsletters, the website and individual letters which explain the pupil premium spending for their child.

Part of the rationale for tackling the barriers to learning involve early intervention of Early Literacy skills; this early intervention has been enhanced through the deployment of a Phonics Lead each morning; whose role is to monitor provision, track pupils’ progress and enhance delivery of lessons and provision through training for teachers and TAs to drive and enhance a highly effective phonics programme and provide additional phonics support for those that require it. Our School Language Lead (HLTA) continues to support the effective and optimal running of the EYFS and the holistic development of pupils at this crucial age in learning and development.

4. OUTCOMES OF PUPIL PREMIUM AT THE END OF KS2 (2015-2019)

No data is available for 2020 due to the impact of Covid19 and the global pandemic

Impact is measured by progress from starting points. Disadvantaged pupils are expected to make better than expected progress and reach the national average should they enter the phase 'below' expected. The school also reviews the school's percentile rank for the progress of disadvantaged pupils compared to the local Nottinghamshire averages (see outcomes at the end of Key Stage 2). In doing so, the school compares the attainment of disadvantaged pupils to other pupils locally and considers that if they perform at the level of all other pupils then they have closed the gap over time.

Each class teacher has a provision map to ensure that disadvantaged pupils are monitored for gaps in progress/learning and subsequently access additional feedback and support. The local governing body receive an anonymised break down of costings and provision for individual pupils –as well as a report on their attainment and progress.

Where pupils do not make anticipated progress, it may be a factor beyond deprivation that has contributed to this. In these cases, each child will have a different set of achievable outcomes.

(Note that caution should be taken when comparing small cohort sizes as this limits the statistical relevance of the data; also, progress scores show how much progress pupils have made in these subjects between Key Stage 1 and the end of Year 6; compared to all pupils across England who obtained similar results at the end of Key Stage 1. A score above zero means pupils made more progress, on average, than all pupils across England; and a score below zero means they made less progress than all pupils across England. NB: Most schools have progress scores between -5 and +5).

2015-2016

Attainment Measures for 2015-2016:

12.9% (4) of the pupils in the cohort were eligible for free school meals in the last 6 years (FSM6). Of these 50% (2 pupils) achieved the required standard in Reading, Writing and Maths compared to 81.5% of pupils who are not eligible for FSM6. The FSM6 gap for The Priory Catholic Academy was 31.5% for the academic year 2015-2016. Nottinghamshire's FSM6 gap was 24.2% (national 21%)

There were no pupils in the cohort eligible for free school meals or were children who are looked after (FSM & CLA).

Progress Measures for 2015-2016:

4 pupils (FSM6) progress score:

Reading: +13.94

Writing: -0.6

Maths: -2.61

2016-2017

Attainment Measures for 2016-2017:

14.7% (5) of the pupils (2 boys and 3 girls) in the cohort were eligible for free school meals in the last 6 years (FSM6). Of these 60% (3 pupils; all girls) achieved the required standard in Reading, Writing and Maths compared to 69% of pupils who are not eligible for FSM6 (67% nationally). The FSM6 gap for Priory Catholic Voluntary Academy was 9% for the academic year 2016-2017. Nottinghamshire's FSM6 gap was 23.5% (national 20%). The gap at school was substantially closed for this group of pupils compared to local and national statistics; as two of the group (40%) also attained the higher standard in Reading, Writing and Maths –compared to 11% nationally. Although both boys did not achieve the expected standard (one working below the level of the test) they made good progress from their starting points in line with their individual action plans.

Progress Measures for 2016-2017:

5 pupils (FSM6) progress scores:

Reading: -1.0 (0.3 for all other pupils in school; 0.3 nationally for pupils not FSM6)

Writing: -0.7 (2.7 for all other pupils in school; 0.2 nationally for pupils not FSM6)

Maths: +1.6 (2.9 for all other pupils in school; 0.3 nationally for pupils not FSM6)

2017-2018

Attainment Measures for 2017-2018:

12.9% (4) of the pupils in the cohort are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA). Of these 75% (3 pupils) achieved the required standard in Reading, Writing and Maths compared to 66.7% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Priory Catholic Voluntary Academy is -8.3% (the gap here was completely closed). Nottinghamshire's FSM6 & CLA gap was 22.3%.

This was also 11.6% higher than the Nottinghamshire LA average in Grammar, punctuation and spelling; 14.5% higher in Reading; 13% higher in mathematics; 34% higher in writing; and, 27.1% higher than the Nottinghamshire LA average for all three – Reading, Writing and Maths combined).

Progress Measures for 2017-2018:

Of the 4 pupils (FSM6 =3 & CLA =1) 3 (including CLA =1) “had” progress scores which resulted in:

Reading: -1.1 (Notts LA also -1.1)

Writing: +2.7 (Notts LA is lower at -0.2)

Maths: -0.3 (Notts LA is lower at -0.8)

2018-2019

EXPECTED IMPACT (WHICH WAS SET AT THE BEGINNING OF THE ACADEMIC YEAR) FROM THE 2018-2019 PUPIL PREMIUM PLAN WITH ACTUAL RESULTS

In 2018-2019, the aspiration is for the Pupil Premium spend to ensure that disadvantaged pupils make similar rates of exceptionally good progress as in previous years. The following targets were set based on 6 pupils, as at the beginning of the academic year, the school had 6 pupils in receipt of the pupil premium. One pupil joined towards the end of the autumn (Advent) term for which there is no previous data from KS1. Therefore, attainment data is based on all 7 pupils; whereas progress data is based only on the 6 with previous KS1 data.

Reading attainment and progress targets:

For 67% (4) of the pupils in the cohort who are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA) to reach the expected standard.

For progress measures to be above local Nottinghamshire and National statistics for pupils who are not in receipt of PP Funding (last year +0.3 nationally) at +0.5 or above.

Reading attainment and progress results:

Of the 7 pupils who were in receipt of pupil premium, 5 pupils (71%) achieved the expected standard.

These statistics are broadly in line with all pupils nationally (73%).

The progress score for the 6 pupils in Reading was -0.45. This is lower than the national score for pupils in receipt of the premium (-0.38) and highlights an area which the school must work harder in the future to accelerate progress for its disadvantaged pupils. This fact is reflected in the lower than Nottinghamshire and National statistics for pupils who are not in receipt of PP Funding (last year +0.35 nationally).

Writing attainment and progress targets:

For 83% (5) of the pupils in the cohort who are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA) to reach the expected standard

For progress measures to be above local Nottinghamshire and National statistics for pupils who are not in receipt of PP Funding (last year +0.2 nationally) at +0.8 or above.

Writing attainment and progress results:

Of the 7 pupils who were in receipt of pupil premium, 5 pupils (71%) achieved the expected standard. These statistics are broadly in line with all pupils nationally (78%).

Of the 7 pupils who were in receipt of pupil premium, 2 pupils (29%) were working at the greater depth standard. These statistics are broadly in line with all pupils nationally (20%).

The progress score for the 6 pupils in Writing was 3.06. This is significantly higher than national statistics both for pupils in receipt of the premium (-0.32) and those not (0.28).

Maths attainment and progress targets:

For 67% (4) of the pupils in the cohort who are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA) to reach the expected standard.

For progress measures to be above local Nottinghamshire and National statistics for pupils who are not in receipt of PP Funding (last year +0.3 nationally) at +1.0 or above.

Maths attainment and progress results:

Of the 7 pupils who were in receipt of pupil premium, 6 pupils (86%) achieved the expected standard. These statistics are broadly in line with all pupils nationally (79%).

The progress score for the 6 pupils in Maths was 2.70. This is significantly higher than national statistics both for pupils in receipt of the premium (-0.47) and those not (0.35).

EGPS attainment and progress results:

Of the 7 pupils who were in receipt of pupil premium, all pupils achieved the expected standard.

These statistics are significantly above all pupils nationally (78%).

Of the 7 pupils who were in receipt of pupil premium, 2 pupils (29%) were working at the greater depth standard. These statistics are broadly in line with all pupils nationally (36%).

Data for the previous four years indicates that the school continues to make good use of PP Funding to accelerate the progress of Disadvantaged Pupils in Reading, Writing and Maths by the end of KS2 –with progress measures being largely in line or above, local, Nottinghamshire scores. This end of Key Stage 2 data shows that the school continues to make good use of PP Funding throughout their journey –as each pupil’s progress is tracked throughout their time in school. Internal moderation also takes place through lesson observations, work scrutiny and reports to the link governor in this area.

In the last academic year, the link governor for Pupil Premium has been taken up by the Vice Chair of governors (Edward Fitzpatrick) and Nicola Simmons who started her term of office on 1st September 2018. A meeting took place on Friday 19th October 2018 between the new link governors for Pupil Premium and Mr Harrison to oversee the allocation of this year’s Pupil Premium in line with the School Improvement Plan (Aim 6) and to check the rationale, costings and expected impact. A further review meeting to assess the effectiveness of the Pupil Premium Strategy took place on Friday 1st March 2019.

5. ALLOCATION OF PUPIL PREMIUM

- Quality First Teaching with PP pupils' academic and social outcomes targeted by Classteachers; working closely with Teaching Assistants with the guidance of Senior Leaders and particularly our Family Liaison Leader
- The birth of our new Nurture Group each afternoon led by ELSA trained Teaching Assistant –to take place in a room which is well suited and well-resourced to cater for pupils' nurture needs
- Family Liaison Leader (ELSA trained) –time to coordinate and enrich communication between school and home; using knowledge and skills from recent CPD:
 - Art therapy
 - NSPCC presentation to parents (e-safety)
 - Positive play training
 - Mental health first aid training
- ELSA counselling bespoke to pupils' needs delivered by 2 ELSA trained TAs
- CPD – Inset day on Positive Behaviour and meeting pupils' mental health and well-being needs (26/10/2020)
- TLR3 awarded to expert middle leader to manage and raise standards in phonics
- Sensory Swimming and in school sensory time (using sensory room)
- CPD –3 ELSA trained members of staff (over lapping with positive play training which is bespoke to pupils' needs)
- Playground support workers
- During the previous two academic years, members of staff have received the following training as part of their continued professional development and as part of whole school development in order to cater for and address specific pupil needs as and when they arise:
 - Autism and Dyslexia (whole school)
 - Manual Handling
 - Intimate Care, Diabetes and medical needs
 - Bereavement
 - Counselling
 - Safeguarding, Health and Safety and Staff Code of Conduct Updates
 - Code of Practice
 - Assessment, including B-Squared assessment
 - Lego therapy
 - Emotional Literacy Support Assistants (ELSA) Training
 - Positive Play, Art Therapy and Funfit
 - Phonics for all (including children with cleft palates)
 - Rochford Pre Key Stage Standards
 - Working with children with Downs
 - Intervention Strategies
 - Switch On Writing

Pupil Premium Income 2020-2021 –Allocated: £42,800

Year	Pupil Amounts (£)	Number of Pupils	New Pupils Sept 19 To Be Confirmed
FS			• 1,320 (3)
1	• 1,320 (x2)	2	
2	• 1,320 (x1)	1	• 1,320 (1)
3	• 1,320 (x3)	3	
4	• 1,320 (x5) • 2,300 (x1)	6	
5	• 1,320 (x3) • 2,300 (x1) • 300 (x1)	5	
6	• 1,320 (x5) • 2,300 (x1) • 300	7	
7	• 1,320 (x6) • 2,300 (x1)	7	
Total	£42,800	31	£5,280 (4)

6. *COSTINGS: 2020-2021

*The costs have been broken down and itemised in such a way which includes time, resources and provision delivered by members of staff so that actual staffing costs of the school’s Family Liaison Lead and Teaching Assistants have been allocated per each pupil –this does not include the Planning, Preparation and Assessment time of Classteachers who also give additional time in this respect to pupils in receipt of the Pupil Premium Grant.

**Costings based on historical take up of these clubs and the cost of school trips per class per year.

- ELSA Training and cover for 2 members of staff - **£1,800**
- TA salary (ELSA trained) breakfast; and nurture club each afternoon - **£3,754**
- Finance to purchase resources for development of the nurture group - **£3,500**
- Family Liaison Lead Salary for leading pupil premium strategy and meeting/ communicating with parents/carers and agencies of pupils in receipt of funding - **£14,950**
- Teaching Assistant salaries – in class interventions, phonics and support throughout school delivering the curriculum, as planned by Classteachers, bespoke to pupils’ needs - **£20,750**
- Early intervention through employment of Phonics Lead to monitor provision, track pupils’ progress and enhance delivery of lessons and provision through training for teachers and TAs and presentations to parents - **£420**
- Early intervention through School Language Lead (HLTA) targeting work at vulnerable pupils - **£300**
- Cost of playground support targeted at disadvantaged pupils - **£380**
- *Breakfast club expenditure - **£6,650**
- *After school club until 4.30pm –expenditure - **£6,650**
- *After school club and after school care until 5.45pm –expenditure - **£2,340**
- **Costs for school trips extra-curricular events, trips and residential visits – expenditure - **£2,200**

Pupil Premium Expenditure 20/21 - £63,694

Note that the Pupil Premium Spend significantly exceeds the Pupil Premium Income and this has been during a financial period when there have been cut backs in other sources of income (e.g. SEN Budget) and no real terms increase in budget income to account for increased expenditure due to inflation.

7. REVIEW – during the Coronavirus pandemic Governors review the school’s actions and plans as part of local governing body meetings.

In this academic year, a full review undertaken by the link governor for Pupil Premium, will not take place as in previous years. Instead, the Local Governing Body will check to see if the school’s catch up plans are fully in place (and aligned as government guidance and evidence suggests, with the Pupil Premium Plans) in order to begin the process of overcoming barriers to learning caused by the effects of lockdowns. (See Catch Up Plan – agreed by the local governing body in Advent Term 2020 – as part of The School Improvement Plan section of the website).

8. EXPECTED IMPACT

- Impact is measured by progress from starting points. Disadvantaged pupils are expected to make better than expected progress and reach the national average should they enter the phase 'below' expected. The school also reviews the school's percentile rank for the progress of disadvantaged pupils compared to the local Nottinghamshire averages (see outcomes at the end of Key Stage 2). In doing so, the school compares the attainment of disadvantaged pupils to other pupils locally and considers that if they perform at the level of all other pupils then they have closed the gap over time.
- Each class teacher has a provision map to ensure that disadvantaged pupils are monitored for gaps in progress/learning and subsequently access additional feedback and support. The local governing body receive an anonymised break down of costings and provision for individual pupils –as well as a report on their attainment and progress.
- Where pupils do not make anticipated progress, it may be a factor beyond deprivation that has contributed to this. In these cases, each child will have a different set of achievable outcomes.
- In future years (post-pandemic) the aspiration is for the Pupil Premium spend to ensure that disadvantaged pupils make similar rates of exceptionally good progress as in previous years.