



Brighstone CE Aided Primary School

Pupil Premium and Covid Catch-up Premium Strategy Statement 2020/21

School Mission and Vision Statements

Learning and Achieving Through Love, Courage and Respect.

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

Pupil Premium Funding and Covid Catch-Up Premium

Pupil Premium Funding (PP)

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6 (Ever 6FSM)
- £2,345 per pupil for Looked After Children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order (Previously Looked After Children PLAC)

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium (**SPP**). There are currently no SPP children attending Brighstone Primary.

COVID-19 (PP)

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catchup support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, and that the curriculum remains broad and ambitious. Where needed, remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.
There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
Disadvantaged pupils and their families are held in high regard.
Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
Teachers and LSAs are committed to successfully engage with the disadvantaged pupils who are less successful learners.
Professional development is focused on securing strong subject knowledge, questioning, feedback, metacognition and self-regulation.
Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
Pupil Progress meetings are used to ensure barriers are overcome so that disadvantaged pupils can benefit from QFT, enrichment, emotional wellbeing support and interventions that enable them to succeed in their learning across a wide range of subjects.
Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.
Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase. Self-evaluation is rigorous and honest.
The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
Pupil progress meetings are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional wellbeing support and interventions that enable them to succeed in their learning across a wide range of subjects.
Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Current Profile							
Academic Year	2020	Number of Pupils eligible for PP	33	Breakdown of PP Pupils			
NoR	114	FSM PP budget 20/21 Financial Year	£41,660	FSM/Ever 6	Service	LAC	PLAC
Date of Statement	Oct 2020	Review Date(s)	March and June	29	0	0	4
Key barriers for some disadvantaged children and rationale Pupil Premium priorities							
<ul style="list-style-type: none"> • Progress of disadvantaged pupils in Reading, Writing and Maths • Number of PP children who also have SEN • Attendance and punctuality issues • Limited life experiences • Less support from home • Trauma, anxiety and adverse childhood experiences (ACE) • Lack of confidence and/or self-esteem • Social, emotional and behavioural issues 							

Pupil Premium Strategy Group	
Team member	Role
Rebecca Lennon	Headteacher/Inclusion leader
Sue Boyd	SENCo
Jane Thompson	Inclusion Governor
Melissa Jones	FLO / ELSA
Review Dates for academic year:	March, June - Half termly review will be completed with the PPSG

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2020/21

Year Group	Total number and % of disadvantaged pupils eligible for PP	Number and % of disadvantaged pupils on SEN	Year Group
EYFS	3/11 (27%)	0	3/11 (27%)
Year 1	5/15 (33%)	2/5 (40%)	3/5 (60%)
Year 2	3/15 (20%)	1/3 (33%)	2/3 (67%)
Year 3	3/18 (17%)	0	3/18 (17%)
Year 4	3/15 (20%)	2/3 (67%)	1/3 (33%)
Year 5	7/23 (30%)	2/7 (29%)	5/7 (71%)
Year 6	9/18 (50%)	5/9 (56%)	4/9 (44%)
		Total = 12/33 (36%)	21/33 (64%)

Summary allocation of funding
A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium. References are made to sections of the school improvement plan

Teaching and Learning

Area of Focus	Expected Impact	Actions	Expenditure (PP / CUP)	Evaluation / Impact																																																																				
High-quality teaching for all	<ul style="list-style-type: none"> To raise attainment in RWM 	<p>High-quality teaching for all:</p> <ul style="list-style-type: none"> To provide effective CPD for all teachers and LSAs on the knowledge and understanding of, and the implementation of, The Science of Learning, Rosenshine’s Principles of Instruction and Metacognition. Accurate diagnostic assessment – NFER Reading and Maths papers with online analysis tool to identify gaps. Maths Mastery Readiness Programme – bespoke CPD for all teaching staff and LSAs to better support children with using the CPA approach and learning number facts. Pupil progress meetings – identifying gaps and Quality First Teaching / interventions that are needed to meet the needs of all the children. HIAS support and CPD in English and Maths for teachers. Virtual headsets to support the curriculum and develop children’s immersive experiences and vocabulary. 	<p>PP / CUP</p> <p>£720 (pt NFER resources)</p> <p>£500 Pt LSA overtime for training</p> <p>£3400 training (inc. HIAS)</p> <p>£2,340 supply cover (5x days each for two teachers; 3x a year Pupil Progress meetings supply cover)</p> <p>£500 rental of virtual headsets</p>	<p><u>RWI</u></p> <p>Y1 (taken as Y2s in Autumn 2021):</p> <p>Due to school closures as a result of the global pandemic, children’s achievements and progress were judged against the HIAS sufficiency criteria for reading, writing and maths.</p> <p>Children on track (and above) to achieve sufficiency for this academic year 2021-2022</p> <table border="1" data-bbox="1579 742 2161 1204"> <thead> <tr> <th>June 2021</th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 = 9%</td> <td>1 = 7%</td> <td>1 = 7%</td> <td>1 = 6%</td> <td>1 = 7%</td> <td>1 = 4%</td> <td>1 = 6%</td> </tr> <tr> <td>Reading</td> <td>55% (27%)</td> <td>57% (14%)</td> <td>60% (20%)</td> <td>50% (11%)</td> <td>71% (14%)</td> <td>60% (12%)</td> <td>58% (29%)</td> </tr> <tr> <td>Writing</td> <td>36% (9%)</td> <td>57% (14%)</td> <td>60% (20%)</td> <td>53% (0%)</td> <td>71% (0%)</td> <td>48% (12%)</td> <td>42% (24%)</td> </tr> <tr> <td>Maths</td> <td>54% (18%)</td> <td>71% (14%)</td> <td>66% (13%)</td> <td>44% (17%)</td> <td>43% (7%)</td> <td>52% (12%)</td> <td>48% (24%)</td> </tr> </tbody> </table> <p>Pupil premium children who achieved sufficiency or above (number of PP children in brackets):</p> <table border="1" data-bbox="1579 1300 2161 1540"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>YR (4)</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Y1 (4)</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y2 (4)</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y3 (5)</td> <td>60%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Y4 (3)</td> <td>33%</td> <td>33%</td> <td>0%</td> </tr> <tr> <td>Y5 (8)</td> <td>50%</td> <td>38%</td> <td>38%</td> </tr> </tbody> </table>	June 2021	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		1 = 9%	1 = 7%	1 = 7%	1 = 6%	1 = 7%	1 = 4%	1 = 6%	Reading	55% (27%)	57% (14%)	60% (20%)	50% (11%)	71% (14%)	60% (12%)	58% (29%)	Writing	36% (9%)	57% (14%)	60% (20%)	53% (0%)	71% (0%)	48% (12%)	42% (24%)	Maths	54% (18%)	71% (14%)	66% (13%)	44% (17%)	43% (7%)	52% (12%)	48% (24%)		R	W	M	YR (4)	25%	25%	50%	Y1 (4)	50%	50%	50%	Y2 (4)	50%	50%	50%	Y3 (5)	60%	60%	60%	Y4 (3)	33%	33%	0%	Y5 (8)	50%	38%	38%
June 2021	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																																	
	1 = 9%	1 = 7%	1 = 7%	1 = 6%	1 = 7%	1 = 4%	1 = 6%																																																																	
Reading	55% (27%)	57% (14%)	60% (20%)	50% (11%)	71% (14%)	60% (12%)	58% (29%)																																																																	
Writing	36% (9%)	57% (14%)	60% (20%)	53% (0%)	71% (0%)	48% (12%)	42% (24%)																																																																	
Maths	54% (18%)	71% (14%)	66% (13%)	44% (17%)	43% (7%)	52% (12%)	48% (24%)																																																																	
	R	W	M																																																																					
YR (4)	25%	25%	50%																																																																					
Y1 (4)	50%	50%	50%																																																																					
Y2 (4)	50%	50%	50%																																																																					
Y3 (5)	60%	60%	60%																																																																					
Y4 (3)	33%	33%	0%																																																																					
Y5 (8)	50%	38%	38%																																																																					

				<table border="1"> <tr> <td>Y6 (8)</td> <td>38%</td> <td>25%</td> <td>25%</td> </tr> </table> <p>Fresh Start in Y5 and Y6 60% of the children who took part in Fresh Start were Pupil Premium. Of the Pupil Premium children who took part, 5/6 children (83%) made progress with reading age. 4/6 children (67%) made progress with their comprehension.</p> <p>Bespoke CPD: CPA approach is now used in all classrooms.</p> <p>Pupil progress meetings: regular meetings took place throughout the year, focusing on spotlight children. Targeted support in class and through interventions is in place for the spotlight children, and whole class needs following lockdown were identified and addressed through HQT.</p> <p>HIAS Maths CPD provided for mixed class teachers, to ensure that the needs of specific children were met.</p> <p>This will be looked into for the next academic year.</p>	Y6 (8)	38%	25%	25%														
Y6 (8)	38%	25%	25%																			
Additional staff	<ul style="list-style-type: none"> To raise attainment in RWM 	<ul style="list-style-type: none"> LSAs in each class all day to support differentiated and varied learning within lessons, provide support for SEMH and to deliver interventions to diminish the attainment difference between PP and non-PP children, and to support both pre and post-teaching. 	PP £8,520 (50 LSAs' hours x proportion of PP Pupils)	Children in receipt of Pupil Premium funding who accessed specific interventions to meet their needs: <table border="1"> <thead> <tr> <th>Intervention</th> <th>% of PP children accessed</th> <th>% of PP children who made progress</th> </tr> </thead> <tbody> <tr> <td>Lego Therapy (KS2)</td> <td>58%</td> <td>100%</td> </tr> <tr> <td>Precision Teaching (KS1 & KS2)</td> <td>56%</td> <td>100%</td> </tr> <tr> <td>Big Maths (Y5&6)</td> <td>45%</td> <td>100%</td> </tr> <tr> <td>Sensory Circuits (Y3&4)</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>Paired Reading (KS1 & KS2)</td> <td>50%</td> <td>79%</td> </tr> </tbody> </table>	Intervention	% of PP children accessed	% of PP children who made progress	Lego Therapy (KS2)	58%	100%	Precision Teaching (KS1 & KS2)	56%	100%	Big Maths (Y5&6)	45%	100%	Sensory Circuits (Y3&4)	50%	100%	Paired Reading (KS1 & KS2)	50%	79%
Intervention	% of PP children accessed	% of PP children who made progress																				
Lego Therapy (KS2)	58%	100%																				
Precision Teaching (KS1 & KS2)	56%	100%																				
Big Maths (Y5&6)	45%	100%																				
Sensory Circuits (Y3&4)	50%	100%																				
Paired Reading (KS1 & KS2)	50%	79%																				

Blended learning	<ul style="list-style-type: none"> To ensure pupils have targeted home learning 	<ul style="list-style-type: none"> DoodleMaths, DoodleEnglish and DoodleSpellings – for children to access online learning both in school and at home, to practise and embed Maths, English and Spellings. 	PP / CUP £700 DoodleMaths	A high percentage of children accessed learning at home during lockdown/school closures. Due to a change in format leading to accessibility problems, there was a drop in usage of Doodle, so the school decided to cancel the subscription.
			Total = £16,680	

Targeted Academic Support

Area of Focus	Expected Impact	A c t i o n s	Expenditure (PP / CUP)	Evaluation / Impact																		
High quality one to one and small group tuition (teachers)	<ul style="list-style-type: none"> To raise attainment in RWM 	<ul style="list-style-type: none"> Tuition will be delivered by qualified teacher who will run effective targeted interventions for: <ul style="list-style-type: none"> Year 3/4 – targeted coaching to close gaps, led by the class teacher Year 5 – targeted coaching to close gaps, led by the class teacher 	CUP £3,200 staff (2x teachers one afternoon extra each week x 20 weeks) £3,600 supply cover for two classes one afternoon each week per person x 20 weeks	For those children who took part in one to one and small group tuition, progress was made closely linked to their learning in class.																		
High quality interventions led by LSAs	<ul style="list-style-type: none"> To raise attainment in RWM 	<ul style="list-style-type: none"> Interventions and targeted support will be delivered by fully-trained LSAs: <ul style="list-style-type: none"> Year R – Nuffield Early Language Intervention Year 1/2 – Maths closing the gap Year 3/4 – RWI targeted support for small groups or one to one Y3/4 – Big Maths intervention Y5/6 – Big Maths intervention Y5/6 – Fresh Start group intervention All classes – Precision teaching 	PP / CUP £4,000 staff overtime £2,000 supply cover £1000 training £500 Fresh Start resources	NELI – didn’t take place due to school closures; this will take place in the next academic year. The training took place. Children in receipt of Pupil Premium funding who accessed specific interventions to meet their needs: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th style="width: 40%;">Intervention</th> <th style="width: 20%;">% of PP children accessed</th> <th style="width: 40%;">% of PP children who made progress</th> </tr> </thead> <tbody> <tr> <td>Lego Therapy (KS2)</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Precision Teaching (KS1 & KS2)</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Big Maths (Y5&6)</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Sensory Circuits (Y3&4)</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Paired Reading (KS1 & KS2)</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">79%</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Fresh Start in Y5 and Y6 60% of the children who took part in Fresh Start were</p>	Intervention	% of PP children accessed	% of PP children who made progress	Lego Therapy (KS2)	58%	100%	Precision Teaching (KS1 & KS2)	56%	100%	Big Maths (Y5&6)	45%	100%	Sensory Circuits (Y3&4)	50%	100%	Paired Reading (KS1 & KS2)	50%	79%
Intervention	% of PP children accessed	% of PP children who made progress																				
Lego Therapy (KS2)	58%	100%																				
Precision Teaching (KS1 & KS2)	56%	100%																				
Big Maths (Y5&6)	45%	100%																				
Sensory Circuits (Y3&4)	50%	100%																				
Paired Reading (KS1 & KS2)	50%	79%																				

				Pupil Premium. Of the Pupil Premium children who took part, 5/6 children (83%) made progress with reading age. 4/6 children (67%) made progress with their comprehension.
			Total = £14,300	

Wider support strategies (Emotional, social and behavioural support & Enrichment)

Area of Focus	Expected Impact	Actions	Expenditure (PP / CUP)	Evaluation / Impact
Supporting pupils' social, emotional and behavioural needs	To remove social, emotional and behavioural barriers to engagement.	<ul style="list-style-type: none"> Family Liaison Officer [FLO] – support children and families to ensure children are in school, able to learn and make progress. Family Liaison Officer [FLO] works with the preschool to run Tot Time for babies aged 0-3 to help to engage the families. Access support from external agencies for vulnerable pupils who do not have their basic needs met or are experiencing complex family issues; lead on Early Help to provide positive outcomes for families and children. Attendance and punctuality is monitored by the FLO. The FLO liaises with the office administrator and the headteacher. Monitor termly attendance and punctuality data. Identify families requiring targeted supports and organise Student Attendance Meetings (SAMs) to plan a programme of support to improve attendance and punctuality. Promote parental engagement with school and involvement in learning through a family approach. Emotional Literacy Support Assistant [ELSA] – support children to build confidence, raise self-esteem and improve behaviour for learning/aspiration. Support offered on a 1:1 basis or in small groups, covering anger, behaviour, anxiety, friendship, social skills and self-esteem. Contribute to parent 'social' events and opportunities to involve parents in school life. 	PP £13,600 FLO / ELSA pt salary to include overtime	Of the 36 PP children 20-21: <ul style="list-style-type: none"> 72% had FLO involvement which improved family engagement, especially during lockdown 36% had targeted FLO support - i.e Early Help/Child Protection/PLAC 61% accessed ELSA intervention and/or bespoke pastoral support 22% accessed wrap around care which improved attendance, lateness and/or enrichment Sensory circuits: All identified children (which was 50% of PP) in Y3/4 accessed sensory circuits to enable them to enter the classroom and engage with their learning with more focus. Bucket time had an impact on identified children's attention and ability to listen and concentrate in Reception class.
	Increased attendance Improved behaviour Improved social and emotional regulation	<ul style="list-style-type: none"> Breakfast Club to ensure attendance and punctuality and ensure that children are in school, fed and ready to learn. Sensory Circuits to ensure children with specific needs are ready to engage with their learning. Bucket Time – to ensure children with specific needs are ready to engage with their learning. 	PP £2,000 Breakfast Club £1,100 LSA salary 30 mins daily £100 resources	<ul style="list-style-type: none"> Due to Covid restrictions, parent social events and involvement in school were unable to take place. However, because of this, more time was spent engaging parents through social media platforms and telephone conversations.

	To provide wider opportunities and enrichment activities.	<ul style="list-style-type: none"> Subsidised after-school sports clubs to give pupils the opportunity to attend clubs. Subsidised cost for residential and other trips (including mainland trips). Subsidised peripatetic music lessons. 	PP Subsidised costs £2,000 trips £1,000 music lessons	Pupil premium children who accessed enrichment opportunities: <ul style="list-style-type: none"> 55% accessed a free sports club 38% accessed a subsidised music/singing lesson 100% received subsidies for trips and residential
			Total = £19,800	
Total Expenditure	Total 20-21 Pupil Premium Grant = £41,660 Total Covid Catch-Up Premium Grant = £9120 TOTAL IDENTIFIED EXPENDITURE = £50,780			

Attainment KS2 (2020) Disadvantaged Pupils

Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Average	National Non-PP Outcomes
Reading	N/A due to Covid school closures				
Writing					
Mathematics					

Attainment KS1 (2020) Disadvantaged Pupils

Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Average	National Non-PP Outcomes
Reading	N/A due to Covid school closures				
Writing					
Mathematics					

The impact of pupil premium for 2019/20 academic year

Teaching, Learning and Targeted Academic Support:

- Pupil progress meetings identified barriers to learning and gaps that needed to be closed.
- CPD focused on QFT – principles of effective teaching and learning, responsive teaching and AfL strategies to ensure high-quality teaching in classes.
- Learning Support Assistants continue to have a positive impact on learning. Interventions are related to the gap analysis from both formative and summative assessments.
- SLT and middle leaders are beginning to have a positive impact on what is being taught in the curriculum. Subject knowledge has improved with targeted CPD for Maths and English.
- Teaching staff have had CPD on how to implement a catch-up curriculum to ensure that gaps are identified and closed in the next academic year.
- Reading and phonics in Reception and KS1 show significant improvement.
- The pupil premium allowed some children to make progress in line with their peers.

Wider support strategies

- Emotional wellbeing programmes – ELSA and social groups were effective at supporting the welfare and wellbeing of pupils.
- There continue to be no exclusions as challenging behaviour is effectively managed by the provision that is in place.
- Through the FLO's targeted approach in supporting key families and children there has been a significant reduction in behaviour.
- Breakfast club has increased attendance and punctuality for specific families.
- All off-site school visits were subsidised for those eligible for pupil premium.
- 47% of PP children accessed peripatetic music lessons.
- Residential and spring/summer offsite visits were postponed due to the pandemic.