

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data	
School name	Holy Family Catholic Primary School	
Number of pupils in school	2022-2023	297 (R-Y6) 331 (N-Y6)
	2023-2024	293 (R-Y6) 321 (N-Y6)
	2024-2025	
Proportion (%) of pupil premium eligible pupils	2022-2023	81 exc Nursery 27.3% 91 inc Nursery 27.5%
	2023-2024	85 exc Nursery 29% 86 inc Nursery 26.8%
	2024-2025	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2023 2023 -2024 2024 - 2025	
Date this statement was published	23 rd November 2022	
Date on which it will be reviewed	July 2023	
Date this statement was updated	November 2023	
Statement authorised by	Mr K Quigley	
Pupil premium lead	Miss A Barr	
Governor / Trustee lead	Mrs A Rigby	

Funding Overview

Academic Year – 2022-2023	
Detail	Amount
Pupil premium funding allocation this academic year	£106, 645
Recovery premium funding allocation this academic year	£11, 631
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£118 276

Academic Year – 2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	£112035
Recovery premium funding allocation this academic year	£8156
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£120191

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Holy Family Catholic Primary School, we want to give children a curriculum that promotes a passion and curiosity for learning where 'Only the Best is Good Enough'.

It is our vision that each child fulfils their potential, regardless of their background or circumstances, in a safe, stimulating and caring environment, including the progress for those who are already high attainers. We aim to develop a love of learning inspired by quality teaching, foster high aspirations and encourage positive self-esteem.

This Pupil Premium Strategy plan covers a three-year cycle and will be reviewed on a yearly basis.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We shall do this by carefully identifying challenges through an evidence-based gap analysis and close monitoring of individual progress.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or young carer regardless whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations, the WellComm Screening programme and professional input indicate underdeveloped oral language skills and vocabulary gaps in our youngest pupils – nursery to year 1. Referrals to speech and language services for pupils in the younger years has increased significantly this academic year.
2	Baseline assessment across the EYFS have highlighted that pupils' starting points in nursery and reception are low across the majority of EYFS curriculum areas, particularly in the Communication and Language and PSED (N) and Literacy and Maths (R) areas of learning. The gaps for pupils including disadvantaged are already present by the time they begin at Holy Family. The recent revised EYFS framework highlights pupils low starting points in more detail, particularly regarding the revised Early Learning Goals in these areas and what a pupil

	<p>is required to achieve to attain the Good Level of Development at the end of Foundation Stage.</p> <p>Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</p>
3	<p>Our whole school assessments, internal and external, indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, this does decrease towards UKS2.</p>
4	<p>Pastoral team meetings, pupil progress reviews, increase in TAFS (Team around the family) and safeguarding referrals and further discussions with parents and carers identified an increase in social, emotional, behavioural and mental health issues across the school. An increase in external 'mental health' referrals and internal emotional support requests/behavioural support requests have increased. Many pupils require additional support with social and emotional needs, either 1:1 or small group interventions,</p>
5	<p>The lack of enrichment, before and after school opportunities (during school closure and subsequent years) and peer interactions have affected all pupils including disadvantaged pupils, including their overall attainment. As a result of the pandemic, in Early Years, children's PSED and Communication and Language development have been significantly impacted as they have missed out on crucial social interactions and experiences during their formative years. This is particularly evident regarding our disadvantaged pupils. More families are experiencing poverty which is a significant factor since the pandemic - families are unable to pay for enrichment activities for their children.</p>
6	<p>Our attendance data last year indicated that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.</p> <p>More disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.</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>To ensure improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</p> <p>To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills.</p>	<ul style="list-style-type: none"> • Communication and Language prime area of EYFS framework in-line or above local and national averages. • Systematic Synthetic Phonics 'RWI' scheme embedded throughout the school and cycles of evidence to support impact. • Phonics screening results in line with or above local and national averages for disadvantaged pupils. • WellComm Screening Programme used effectively to screen and identify targeted children needing support in oral language

	<p>skills and early language. Targeted children to follow robust support programme with specific and personalised targeted areas.</p> <ul style="list-style-type: none"> • Working in partnership with Speech and Language Therapists on personalised plans for identified children to support oral language skills and early language development. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • All staff have are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. • Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. • All staff are trained in delivering carry over and interventions according to pupil targets, set internally and by other professionals including speech and language therapists or language and communication screening programmes.
<p>To support disadvantaged children to make accelerated progress across all area with the EYFS curriculum.</p>	<ul style="list-style-type: none"> • GLD for disadvantaged pupils will be in line (or above) local and national and averages. • Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers. • Attainment for disadvantaged pupils will be at least in line with 'others' nationally. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Having robust diagnostic assessments (EYFS framework) in place that provide opportunities to reflect on pupils' thinking, strengths and areas for development. • Effective and purposeful Curriculum embedded across whole EYFS setting, which illustrates clear purpose, ensures progression in all areas and promotes and enables challenge in both Teacher led and child led experiences.
<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations</p>	<ul style="list-style-type: none"> • Pupils will make accelerated progress in Reading (inc phonics), Writing and Maths towards end of year expectations. • Pupils will make accelerated progress from their starting points. • The gap between pupil premium and non-pupil premium pupils will lessen. • Attainment for disadvantaged pupils will be at least in line with 'others' nationally. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Embedded high quality, carefully planned professional development –research practice based lesson study approach for all teachers.

	<ul style="list-style-type: none"> • KS2 Reading, Writing and Maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard or above compared to previous years.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Increased social emotional mental health needs of children and families. • Improved home/school communication. • Clear pathways of external support for pupils and families. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations show that children are supported for their needs in school. • A reduction in those children needing long term social, emotional and behavioural support.
To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year.	<ul style="list-style-type: none"> • All disadvantaged children to have access to enrichment opportunities and a choice of one afterschool enrichment club of their choice per term. • All pupils in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to residential trip in KS2 (Y6). • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • All children, regardless of their background or circumstances, experience the same opportunities • Disadvantaged children will be given experiences beyond their usual environment to broaden their opportunities to develop interests and aspirations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Pastoral team to meet fortnightly to identify and track families in need of support including persistent absentees. • Learning Mentors and SLT/SENDCO to identify barriers to attendance and punctuality for pupils and families. • SENDCO to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism). • Disadvantaged pupils' attendance to increase and be in line with local and national targets. <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • A decrease in the overall absence rate for all pupils identified as persistent absentees. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.

	<ul style="list-style-type: none">• Improved engagement and interactions between home and school.• Identified families will be benefiting from early help; impacting attendance, social and emotional and learning behaviours.
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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: £ 16420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum and in particular EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase any further resources and continue to fund ongoing teacher training and release time to facilitate the WellComm Screening programme.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Continue to ensure we maximise the use of our RWI Training Package to include in-school training, online training subscription and in-school development days to secure stronger phonics teaching for all pupils.</p> <p>All staff to receive regular training in the delivery of phonics to ensure phonics/early reading is a priority in our school.</p>	<p>Evidence from EEF Toolkit shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Further consultancy support provided to all staff from The Literacy Tree to ensure our English Curriculum is enhanced.</p>	<p>Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	2, 3,

<p>Collaboration with the Maths Hub to provide CPD to both teachers/teaching assistants as well as RQTs with regards to differing needs within a class</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Effective communications with SENDCO/Learning Mentor/Class Teacher on a regular basis to ensure the needs of all PP SEND and other vulnerable groups are being met</p> <p>EYs Lead participating in regular Ed Psych group consultations to present/advise on identified children to ensure needs and possible supportive strategies are implemented.</p>	<p>A number of children eligible for PP also have SEND. EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. The strategic deployment of Teaching Assistants (TAs) is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.</p>	1,2,3,4,5
<p>Introduce the My Happy Mind programme to complement Personal Development across the school.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 93275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for identified pupils and	Key findings from the EEF shows that teaching assistants can provide a large	1, 2, 3

programmes across the school.	positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI training support package.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Additional support for targeted lowest 20% of children in each cohort - additional 1:1 reading phonics/comprehension	Research demonstrates the impact of reading frequently. Many of our PP children do not receive this support from home. The Education inspection framework (EIF) has an increased focus on reading, with the view that a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. And in the handbook 'reading is prioritised to allow pupils to access the full curriculum offer.' This makes it a great opportunity to consider some of the most efficient ways of tapping into the power of stories in order to develop reading.	1, 2, 3

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

Budgeted cost: £ 10496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.teamteach.co.uk/	All

<p>Continue to implement 'Team Teach' strategies across the school.</p> <p>New staff will have training and release time around Safeguarding alongside whole school staff yearly training.</p>		
<p>Identification of PP children with specific social, emotional and behaviour issues. Alongside SENDCO and LM, liaise with PP parents.</p>	<p>Learning Mentors have an excellent relationship with pupils and parents to overcome barriers to learning. EEF evidences that parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Learning Mentor support is so invaluable to these groups of children and any issues or concerns will be supported immediately through intervention.</p> <p>EEF highlights that there may be new barriers to success in school, such as adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are re-established.</p>	<p>All</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance of PP children is closely monitored by Learning Mentors and SLT and families are supported in ensuring children attend school. This will involve training and release time for staff to develop and implement new procedures and the support of attendance officers to improve attendance.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Those children who do not have the same opportunities or experiences at home will be provided with a variety of experiences in school so that physical and material disadvantage doesn't hinder a pupil making progress in school.</p>	<p>The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the</p>	<p>All</p>

	best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well rounded and informed citizens.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 120191

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 2022 to 2023 academic year.

Aim	3 Year Target	Impact so far
<p>To ensure improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</p> <p>To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills.</p>	<ul style="list-style-type: none"> • Communication and Language prime area of EYFS framework in-line or above local and national averages. • Systematic Synthetic Phonics 'RWI' scheme embedded throughout the school and cycles of evidence to support impact. • Phonics screening results in line with or above local and national averages for disadvantaged pupils. • WellComm Screening Programme used effectively to screen and identify targeted children needing support in oral language skills and early language. Targeted children to follow robust support programme with specific and personalised targeted areas. • Working in partnership with Speech and Language Therapists on personalised plans for identified children to support oral language skills and early language development. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • All staff have are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. 	<p>In 2022/2023, Prime Area - Communication and Language was 85% for the whole cohort with Pupil Premium 90%. National Early Years foundation stage profile (EYFSP) results for the 2022 to 2023 academic year at national and local authority levels will be released on 30th November 2023. RWI scheme is embedded across the school from EYFS – Y2. All staff were trained in RWI, including teachers and teaching assistants across all phases. All available KS2 TA are used to support the delivery of KS1 RWI. Children who still require Systematic Synthetic Phonics in KS2 access Fresh Start, a KS2 based scheme.</p> <p>93% (39/41) of Year 1 children achieved the threshold for the Phonic Screening Check. Of the 3 children who did not, 2 children were PP, one of whom was disapplied.</p> <p>80% (4/5) of Year 2 children who re-sat the Phonic Screening Check achieved the threshold. The child who did not is now accessing Fresh Start daily.</p> <p>The WellComm Screening programme is used effectively to screen and identify targeted children at the beginning of the Reception year and on entry to Nursery, in order to identify children in need of support in oral language skills and early language. Targeted children to follow robust support programme consisting of specific and personalised targeted areas. This is through discrete targeted sessions and daily modelling and reinforcement.</p>

	<ul style="list-style-type: none"> Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. All staff are trained in delivering carry over and interventions according to pupil targets, set internally and by other professionals including speech and language therapists or language and communication screening programmes. 	<p>Working in partnership with Speech and Language Therapists on personalised plans for identified children to support oral language skills and early language development. Children work on specific targets with staff in discrete sessions.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To support disadvantaged children to make accelerated progress across all area with the EYFS curriculum.</p>	<ul style="list-style-type: none"> GLD for disadvantaged pupils will be in line (or above) local and national and averages. Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers. Attainment for disadvantaged pupils will be at least in line with 'others' nationally. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Having robust diagnostic assessments (EYFS framework) in place that provide opportunities to reflect on pupils' thinking, strengths and areas for development. Effective and purposeful Curriculum embedded across whole EYFS setting, which illustrates clear purpose, ensures progression in all areas and promotes and enables challenge in both Teacher led and child led experiences. 	<p>The end of year GLD for the Reception cohort was 72% with PP GLD 70%.</p> <p>PP children are identified on class profiles and have individual targets set on a designated PP action plan.</p> <p>Children participate in targeted intervention groups sessions, focussing on phonics, physical/writing and maths and work against their own individual targets with a TA, either in a small group environment or 1:1, as appropriate.</p> <p>Learning opportunities are purposely planned to support and challenge children appropriately in their independent learning. Opportunities also follow children's interests to promote a love of learning and engagement.</p>
<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations</p>	<ul style="list-style-type: none"> Pupils will make accelerated progress in Reading (inc phonics), Writing and Maths towards end of year expectations. Pupils will make accelerated progress from their starting points. The gap between pupil premium and non-pupil premium pupils will lessen. Attainment for disadvantaged pupils will be at least in line with 'others' nationally. 	<p>At the end of KS2, the percentage of Y6 children who achieved age related expectations or greater were: Reading – 90% Writing – 80% Maths –92%</p> <p>At the end of KS2, the percentage of PP children who achieved age related expectations or greater were: Reading – 82% Writing – 82% Maths – 82%</p>

	<p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Embedded high quality, carefully planned professional development –research practice based lesson study approach for all teachers. • KS2 Reading, Writing and Maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard or above compared to previous years. 	<p>This meant PP outcomes were all above national averages.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increased social emotional mental health needs of children and families. • Improved home/school communication. • Clear pathways of external support for pupils and families. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations show that children are supported for their needs in school. • A reduction in those children needing long term social, emotional and behavioural support. 	<p>The employment of an addition 0.6 Learning Mentor (LM) as been invaluable in providing further support to children with social and emotional needs. More children are able to receive the support they need. The Pastoral Team meet fortnightly to review children who require additional LM support. Some children have been placed on Feelings Charts or have Home School Link books – these both aid communication between home/school. Through the pastoral meeting, collaboration with SENDCO and LM enable clear pathways for external support for our pupils and families. Mrs Davey (AHT) has also completed training to become a Mental Health Lead.</p>
<p>To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year.</p>	<ul style="list-style-type: none"> • All disadvantaged children to have access to enrichment opportunities and a choice of one afterschool enrichment club of their choice per term. • All pupils in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to residential trip in KS2 (Y6). • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Sustained high levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • All children, regardless of their background or circumstances, experience the same opportunities • Disadvantaged children will be given experiences beyond their usual environment to broaden their opportunities to develop interests and aspirations 	<p>In 2022/2023, we had many afterschool clubs available to our disadvantaged children. The clubs on offer were a mixture of sporting, academic and wellbeing.</p> <p>All children were able to attend off site trips, including the residential, with several children's trips funded by school.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pastoral team to meet fortnightly to identify and track families in need of support including persistent absentees. • Learning Mentors and SLT/SENDCO to identify barriers to attendance and punctuality for pupils and families. • SENDCO to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism). • Disadvantaged pupils' attendance to increase and be in line with local and national targets. <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • A decrease in the overall absence rate for all pupils identified as persistent absentees. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly. • Improved engagement and interactions between home and school. • Identified families will be benefiting from early help; impacting attendance, social and emotional and learning behaviours. 	<p>Whole school attendance % 22/23 = 95.3%</p> <p>Persistent absentees (PA) are tracked.</p> <p>PA = 9.5% which is significantly below National average = 19% FSM attendance = 93%</p> <p>Non-FSM = 96.1% Although we have x3 times as many non-FSM compared to FSM so this will have an impact on comparing the two %.</p> <p>School continues to achieve high attendance figures due to a huge priority and daily updates on live school data.</p>
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Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead – Mrs Davey. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.