

Pupil premium strategy statement – St Joseph the Worker RC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024-27 Year One 2024-25
Date this statement was published	November 2025
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	E Clayton
Governor/ <i>trustee</i> lead	A Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,572.00
Pupil premium funding carried forward from previous years	£4240.00
Total budget for this academic year	£129,812.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Statement

Together as God's children we will Love, Learn, Grow and Inspire to Let Your Light Shine!

Ultimate Objectives for Disadvantaged Pupils: The ultimate objective of our Pupil Premium Strategy is to close the attainment gap between disadvantaged pupils and their peers, ensuring that all pupils, regardless of their background, achieve their full potential. We aim to improve academic outcomes, support the development of social and emotional skills, and enhance opportunities for future success. Our focus is not just on academic achievement but also on providing a well-rounded education that promotes personal growth, resilience, and a positive mindset towards learning.

How the Current Pupil Premium Strategy Plan Works Towards Achieving These Objectives: Our Pupil Premium Strategy is designed to provide targeted support for disadvantaged pupils in a holistic manner. We focus on personalised learning, with tailored interventions and resources aimed at overcoming the specific barriers faced by these pupils. Key aspects of our strategy include:

- **Quality First Teaching:** Ensuring that all pupils benefit from high-quality teaching, with a focus on adaptive instruction and formative assessment.
- **Targeted Interventions:** Providing additional support for pupils who need it most, including one-to-one tutoring, small group sessions, and catch-up programs.
- **Pastoral Support:** Offering social, emotional, and mental health support to help pupils overcome personal barriers to learning.
- **Parental Engagement:** Actively involving parents and carers in the educational process, providing them with strategies and resources to support learning at home.
- **Enrichment Activities:** Ensuring that disadvantaged pupils have access to extracurricular activities that enrich their educational experience and help develop their talents.

By closely tracking the progress of disadvantaged pupils, we are able to adapt the strategy as needed, ensuring that resources are used effectively to meet their evolving needs.

Key Principles of the Strategy Plan:

1. **Equity and Inclusion:** The strategy ensures that every pupil, regardless of background, has the same opportunities to succeed. It is centred around the belief that all pupils deserve the support they need to thrive academically and socially.
2. **Data-Driven Decisions:** The strategy is informed by robust data analysis, which helps identify where disadvantaged pupils are struggling and where interventions can be most effective.

3. **Targeted and Personalised Support:** We provide tailored interventions that meet the specific needs of disadvantaged pupils, whether those needs are academic, social, or emotional.
4. **Sustainability and Long-Term Impact:** We aim for lasting change, ensuring that the interventions and strategies implemented have a sustainable impact on pupils' learning outcomes and personal development over time.
5. **Collaboration and Communication:** We foster collaboration between teachers, support staff, parents, and external agencies, ensuring a holistic approach to supporting disadvantaged pupils. Regular communication helps ensure that strategies are consistent and well-understood across all stakeholders.

By adhering to these principles, our strategy aims to ensure that disadvantaged pupils are equipped with the skills, knowledge, and confidence to achieve academic success and to thrive in life beyond school.

This is expressed in our School Mission Statement. *Together as God's children we will Love, Learn, Grow and Inspire to Let Your Light Shine!*

Challenges

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

Challenge number	Detail of challenge
1	School Attendance: Overall absence was in the highest 20% of all school in summer term 2023 and 2024.
2	Social, Emotional and Mental Health: Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. This is reflected in our SEND register and the number of referrals made to external agencies.
3	Language skills (including oral language skills/phonics/reading and writing): Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with oral language skills and phonics than their peers. This negatively impacts their development as readers and writers.
4	Mathematical skills: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in meeting age related expectations at the end of KS2.
5	Wider opportunities: lack of or limited access to a wide range of extra-curricular and enrichment opportunities is a common feature. These challenges particularly impact disadvantaged pupils, including their attainment and their future aspirations.

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 outcomes	Success criteria																																								
<p>Criteria 1: Attendance</p> <p>Increase in Attendance Rates for Disadvantaged Pupils.</p> <p>Reduction in Persistent Absenteeism.</p> <p>Improved Engagement with Parents/Carers.</p>	<p>The overall attendance rate for disadvantaged pupils will improve by 2%-5% over time.</p> <table border="1" data-bbox="659 510 1406 665"> <thead> <tr> <th>Attendance</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.5%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>D Pupils</td> <td>90.7%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The number of pupils classified as "persistent absentees" (defined as missing 10% or more of school days) will decrease by 5%-10% over time.</p> <table border="1" data-bbox="659 864 1406 1050"> <thead> <tr> <th>Persistently Absent</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>Without N</td> <td>20.1%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>With N</td> <td>23%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A percentage increase of 15-20% in the number of families who attend meetings or engage with the school on attendance-related issues.</p> <table border="1" data-bbox="659 1211 1406 1346"> <thead> <tr> <th>Parental engagement</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Attendance	July 24	July 25	July 26	July 27	All	92.5%				D Pupils	90.7%				Persistently Absent	July 24	July 25	July 26	July 27	Without N	20.1%				With N	23%				Parental engagement	July 24	July 25	July 26	July 27	All				
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<p>Criteria 2: Social, Emotional and Mental Health</p> <p>Improved Emotional Regulation and Resilience.</p> <p>Improved Relationships and Social Skills.</p> <p>Staff Awareness and Competence in SEMH Support .</p>	<p>A measurable increase in pupils' ability to manage their emotions effectively, as evidenced by a reduction in incidents of emotional outbursts, anger, or anxiety-related behaviour.</p> <p>Observations indicate that pupils are more able to work in groups, build friendships, and engage in collaborative activities, showing improvements in their social skills inside the classroom setting and on the playground.</p> <p>All relevant school staff (teachers, teaching assistants, support staff) receive ongoing training on identifying and supporting SEMH needs. Increased consistency in the application of SEMH support strategies across the school, as evidenced by staff reports and classroom observations.</p>																																								

	School Bronze Accreditation for Emotionally Friendly School Status achieved 2025/2026.																																																																											
<p>Criteria 3: Language skills (including oral language skills/phonics/reading and writing)</p> <p>Students will develop proficiency in both receptive (listening, reading) and productive (speaking, writing) skills.</p> <p>Strong language skills will contribute to overall academic achievement, as language is fundamental in most subjects.</p> <p>By acquiring robust language skills, students will be equipped for lifelong learning, self-expression, and participation in society.</p>	<p>Assessments and observations indicate significantly improved oral language/phonics/reading and writing skills 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><u>Starting Point September '24</u></p> <p>Welcomm: Nursery</p> <table border="1" data-bbox="659 607 1409 1151"> <thead> <tr> <th></th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red-13% (3) Amber13%(3) Green-74% (17)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td>Red-10% (1) Amber-10% (1) Green-80% (8)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Neli: Reception</p> <table border="1" data-bbox="659 1285 1409 1440"> <thead> <tr> <th>SpaL</th> <th>Sept 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Literacy: Reception</p> <table border="1" data-bbox="659 1563 1409 2047"> <tbody> <tr> <th>Com-prehen-sion</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> <tr> <td>All</td> <td>80% 16/20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td>75% (3/4)</td> <td></td> <td></td> <td></td> </tr> <tr> <th>Word reading</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> <tr> <td>All</td> <td>75% 15/20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td>50% (2/4)</td> <td></td> <td></td> <td></td> </tr> <tr> <th>Writing</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> <tr> <td>All</td> <td>60% 12/20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td>0% (0/4)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		July 24	July 25	July 26	July 27	All	Red-13% (3) Amber13%(3) Green-74% (17)				D	Red-10% (1) Amber-10% (1) Green-80% (8)				SpaL	Sept 24	July 25	July 26	July 27	All					D					Com-prehen-sion	July 24	July 25	July 26	July 27	All	80% 16/20				D	75% (3/4)				Word reading	July 24	July 25	July 26	July 27	All	75% 15/20				D	50% (2/4)				Writing	July 24	July 25	July 26	July 27	All	60% 12/20				D	0% (0/4)			
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Phonics: Y1
Phonics outcomes in 2027 for year 1 pupils meeting the expected standard is more than 80%.

Phonics	July 24	July 25	July 26	July 27
All	79% (22/28)			
D	64% (7/11)			

Phonics: Y2
Pupils will improve in fluency and confidence in decoding, blending and segmenting skills. Phonics outcomes in 2027 for year 2 pupils meeting the expected standard is more than 85%.

Phonics	July 24	July 25	July 26	July 27
All	87% (26/30)			
D	81% (13/16)			

Reading: Y6
KS2 reading outcomes in 2027 show that more than 80% of disadvantaged pupils meet the expected standard.

Reading	July 24	July 25	July 26	July 27
All	Exp+81% (22/27)			
D	Exp+85% (11/13)			

Writing: Yr6
Writing outcomes for disadvantaged pupils improve year by year.

Writing	July 24	July 25	July 26	July 27
All	Exp+67%			
D	Exp+62%			

Criteria 4: Mathematical skills

Learners will gain fluency in basic number operations (addition, subtraction, multiplication, and division), particularly with the times

Assessments and observations indicate significantly improved number and reasoning skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

EYFS: Mathematics

Outcomes for disadvantaged pupils improve year by

tables, to enhance speed and accuracy in mental arithmetic.

Students will be able to perform calculations quickly and correctly, reducing errors and enhancing problem-solving capabilities.

Learners will develop a growth mindset, where they embrace challenges, learn from mistakes, and persist in solving problems even when faced with difficulty.

year.

Number	July 24	July 25	July 26	July 27
All	60% (12/20)			
D	0% (0/4)			
Numerical patterns	July 24	July 25	July 26	July 27
All	60% (12/20)			
D	0% (0/4)			

Yr 4: Timetables check

Outcomes in 2027 show that more than 60% of disadvantaged pupils meet the expected standard.

Score 20+	July 24	July 25	July 26	July 27
All	20 (65%)			
D				
Score 25	July 24	July 25	July 26	July 27
All	14 (45%)			
D				

KS2: Mathematics

Outcomes in 2027 show that more than 70% of disadvantaged pupils meet the expected standard.

	July 24	July 25	July 26	July 27
All	Exp+70% (19/27)			
D	Exp+62% (8/13)			

Criteria 5: Wider opportunities

Disadvantaged children demonstrate higher self-esteem and a stronger sense of personal worth, having overcome challenges and received support to succeed academically and socially.

Disadvantaged children participate in a wider range of extracurricular activities, including sports, music, arts, clubs, and community service

Disadvantaged children receive personalised support, such as tutoring, extra lessons, or access to learning support staff, to help them meet educational standards.

Disadvantaged children have access to and regularly participate in extracurricular activities such as sports, music, drama, clubs, and community programs.

<p>projects, which enhance their personal development and skills. Disadvantaged children are introduced to a variety of career options broadening their future aspirations.</p> <p>Students discover and nurture new interests, talents, and hobbies that may lead to future academic or career opportunities, increasing their engagement and self-confidence.</p> <p>Disadvantaged students have reliable access to digital devices and high-speed internet, enabling them to engage in digital learning, homework, and research.</p>	<p>Children from disadvantaged backgrounds participate in career exploration programs and are exposed to diverse career paths and role models.</p> <p>Children from disadvantaged backgrounds benefit from access to enrichment activities (e.g., educational trips, cultural events, leadership programs) that broaden their learning experience.</p> <p>Disadvantaged students have reliable access to digital devices and high-speed internet, enabling them to engage in digital learning, homework, and research.</p>
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Activity in this academic year: 2024-2025

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Professional development to support the implementation of evidence-based approaches - for example, training</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of</p>	<p>1, 2, 3, 4 and 5</p>

<p>provided by a DfE validated systematic synthetic phonics programme or mastery based approaches to teaching or feedback</p> <p>Writing:</p> <p>EYFS engaging in Greg Botrall's CPD sessions. Reception 'drawing club', nursery 'story dough' and implementing strategies and resources effectively. (Autumn)Termly review.</p> <p>Maintaining and embedding a consistent approach to teaching and assessing writing across the school using The Literacy Tree scheme of work and CPD materials. Book moderation with St Sebastian's twice annually. (ongoing)</p> <p>Phonics:Maintaining and embedding a consistent approach to the teaching of phonics across the school using RWI. Subscription to the Ruth Miskin Portal with consultant advisor and CPD materials. Termly review.(ongoing)</p> <p>Oracy: Royal Shakespeare Company Associate School Status training and development programme Y5.(Termly)</p> <p>Mathematics:Engagement with North West Maths Hub sustaining programme. Focus on</p>	<p>standardised assessments. Supporting resources:</p> <p>The EEF's guidance reports offer practical, evidence- based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback.</p> <p>The EEF Toolkit includes summaries of the best available evidence on approaches.</p> <p>Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. Our Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development. Our Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities. Our accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more</p>	
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<p> multiplicative and additive reasoning. Action research project Rec/Y2/Y3 and Y6. CPD. (ongoing) </p> <p> Engagement with North West Maths Hub mastery number programme. Focus on multiplication Y4 and Y5. CPD. (ongoing) </p> <p> Mr Dickinson-Deepening maths understanding sessions. Y6. </p> <p> Whole curriculum and subject lead/TA CPD: </p> <p> Catholic Primary School Partnership CPDF subscription. (ongoing) </p> <p> SEND and SEMH CPD: </p> <p> Gold package Educational Psychology CDP offer and PIT training offer. Developing staff's understanding of SEMH support strategies INSET.(ongoing) </p> <p> NPQBLC- Yr 2 teacher and mental health Lead. </p> <p> Mental Health Lead training-Y2 teacher and pastoral lead. </p> <p> Career and Future Aspirations CPD: Start Small Deram Big training KS2 lead (ongoing) </p> <p> Widening opportunities CPD: Learning outside the classroom and supporting resources (whole staff).(Autumn) </p>		
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<p>Assessment: NFER summative and diagnostic assessment materials support teacher judgements, track progress and inform practice. (ongoing)</p>		
<p>Technology and other resources focused on supporting high quality teaching and learning</p> <p>Maintain IT infrastructure. (faster broadband connection/telephony and Wifi)</p> <p>Purchase new chromebooks to support teaching and learning in the classroom.</p> <p>Subscriptions to Learning platforms e.g. Purple Mash, TTRS, mathletics, Oxford Owl, to support learning.</p> <p>'Now Press Play' subscription. Widening enrichment and extracurricular opportunities for disadvantaged pupils.</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <p>The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.</p> <p>The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.</p>	<p>1, 2,3,4 and 5</p>
<p>Mentoring and coaching</p> <p>Provide high quality mentoring and CPD for x2 ECT's in partnership with Bright Futures .</p> <p>SENDCo to provide support in the form of mentoring and coaching to</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <p>The EEF guidance on 'Effective Professional Development' is</p>	<p>1, 2, 3, 4 and 5</p>

<p>teachers and support staff. TA meetings weekly.</p>	<p>accompanied by a poster to help consider the ‘Effective Mechanisms of PD’ -</p> <p>i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £39,812.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy and needs.</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Speech and Language Therapist employed for assessment and intervention work in EYFS and throughout the school. One to one support and intervention delivered by HLTA.</p> <p>Wellcomm assessments-baseline in Nursery and termly. One to one/group support and intervention delivered by TA3.</p> <p>Nuffield Early language-establish small groups following baseline</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum. Supporting resources:</p> <p>The EEF’s ‘Selecting Interventions’ tool offers evidence-informed guidance to select an apt programme.</p> <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Our guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND. Our ‘Five-a-day’ resource presents well-evidenced principles that can help to raise</p>	<p>1,2, 3, 4 and 5</p>

<p>assessments. One to one/group support and intervention delivered by TA3.</p> <p>RWI Phonic support and one to one intervention delivered by HLTA.</p> <p>SEND meetings with staff and SENDCO to plan provision and map interventions for individual pupils and groups of pupils across the school including 1:1, small group and more targeted interventions.</p>	<p>attainment for all pupils, including those with SEND.</p>	
<p>Teaching assistant deployment and interventions</p> <p>Teaching Assistants timetabled to maximise curriculum support, especially phonics, English and maths.</p> <p>Revision sessions Y6 with additional qualified teacher. (spring term) 4 hours per week.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the classteacher, including providing targeted interventions. Supporting resources:</p> <p>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p> <p>The EEF Toolkit has a strand on teaching assistant interventions.</p>	<p>1,2,3,4 and 5</p>
<p>Supporting pupils' social, emotional, and behavioural needs</p> <p>Pyramid Club-SEMH intervention deliver by TA3 and HLTA x10 sessions.</p> <p>Universal approaches/ emotionally friendly behaviour strategies</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Our Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development. Our Improving Behaviour in Schools guidance report presents six</p>	

<p>within the classroom and school implemented consistently. (e.g. calm corners in classroom, specific morning routines, zones of regulation, emotion coaching strategies etc)</p> <p>External support programmes delivered by PIT team or other services. (e.g draw and talk, i-reach counselling etc)</p> <p>Internal interventions delivered to specific groups of pupils with SEMH needs.</p>	<p>recommendations on how to develop and refine your school's approach to managing behaviour. Our Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance:</p> <p>Full Time Pastoral and attendance Lead in post to work with pupils and families and work in partnership with external agencies (e.g. Attendance officer, Attendance advisor, Early Help, Emtas, Harbour, Safe in Salford and children's services)</p> <p>Rewards and incentives to promote good attendance.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Our Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. Our Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.</p>	<p>1,2 and 5</p>

<p>Breakfast clubs and meal provision.</p> <p>Magic Breakfast Club (January 2025)- Targeting disadvantaged pupils and providing a healthy breakfast option for any child arriving to school hungry.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. Our independent evaluation of the Magic Breakfast programme</p>	<p>1,2</p>
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>School Counsellor from Caritas employed to work with vulnerable children and families.</p> <p>EP and EP assistant employed to support pupils and families with SEND. (Gold Package)</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>SENDCo to work with local cluster of schools and SEND lead from LA.</p> <p>Pastoral lead supports Early Help and vulnerable families- allowing them access to key services.</p> <p>Engage with THRIVE in Education and all services available to support pupils.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <p>The EEF guidance report on Improv-ing Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>The EEF guidance report on Improv- ing Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	<p>1, 2 and 5</p>

<p>Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips.</p> <p>Children in Y3,Y4 and Y5 participating in Diocese of Salford Singing Programme. Weekly 30 min lessons and opportunities to perform in larger venues e.g. carol service, Lowry.</p> <p>Ukulele lessons in Y3 and Y4 (1 hour weekly)</p> <p>Music tuition available (guitar) Weekly.</p> <p>Nature Park School Status-Development of school grounds with children and environmental activities.</p> <p>Subscription to Manchester United via ICA-Access to pupil leadership sessions (eg Eco Reds, Sports Leads)</p> <p>Royal Shakespeare Company Associate School. Drama project Y5.</p> <p>Extra-curricular programme-sports and other activities available after school.</p> <p>Trips and visits timetabled into academic year.</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. Our Teaching and Learning Toolkit strands on arts participation and physical activity.</p>	<p>1,2 and 5</p>
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Visitors and external specialist invited into school to enrich curriculum (e.g. links to careers, MMU, E-safety, CAFOD, Irlam and Cadishead brass band etc)		
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Total budgeted cost: £ 129,812.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

Success criteria: Improved speech and language skills in year N and year R

Starting Point September '21

WELCOMM	September '21	July '24
YN (ALL- 19)	Red-44%	Red-13% (3)
	Amber-20%	Amber-13% (3)
	Green-36%	Green- 74% (17)
D pupils (4)	Red-57% (4)	Red-10% (1)
	Amber-14% (1)	Amber-10% (1)
	Green-29% (2)	Green-80% (8)
YR (ALL-30)	Red-29%	Red-0%
	Amber-29%	Amber-10% (2)
	Green-43%	Green-90% (18)
D Pupils (10)	Red-11% (1)	Red-0%
	Amber-33% (3)	Amber-25% (1)
	Green-56% (5)	Green-75% (3)

Comment: Significant improvement in oral language skills in Year N and R as demonstrated by the data. (July 22)

Comment: Sustained improvement in Reception. Disadvantaged pupils in Nursery require focus for the coming academic year. This was a small cohort. The development of oral language skills continues to be an area of focus for the school. (July 23)

Overall Comment 2024: Significant improvement in oral language skills in Nursery and Reception as demonstrated by the data (July 2024). Due to low starting points on entry to school the development of oral language skills continues to be an area of focus for the school.

Challenge 2: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as **readers**.

Success criteria: Phonics outcomes in 2024 for year 2 pupils meeting the expected standard is more than 85%.

Starting point December '21

Year 2	Dec '21	July 24
ALL (30)	80%	87%
D pupils (15)	67%	81%

Comment: Results exceeded national data. (July 22)

Comment: Results exceeded national data. Sustained improvement for disadvantaged pupils noted. (July 23) Strategies will continue to support pupils for the next year to ensure that disadvantaged pupils develop as

readers. Although the current Y2 cohort have made progress from their starting point (47% of them meeting the required standard in their word development in Reception) only 69% of disadvantaged pupils passed the phonics screening test at the end of year 1. Quality first teaching and intervention therefore remain a priority.

Overall Comment 2024: **School was successful at meeting this target and at closing the gap between advantaged and disadvantaged children. Phonics and reading fluency continue to be an area of focus for the school as only 60% of children at the end of Y2 met the expected standard for reading fluency and comprehension skills.**

Success criteria: Phonics outcomes in 2024 for year 1 pupils meeting the expected standard is more than 80%.

Starting point December '21

Year 1	December '21	July 24
ALL	70%	79%
D pupils	57%	64%

Comment: Results exceeded national data (July 22).

Comment: Although good progress in 'word' development from the end of YR is noted (47% GLD) the target hasn't been met for 2023. Quality first teaching and intervention therefore remain a priority. (July 23)

Overall Comment 2024: **Phonics outcomes have improved from July 2023. The gap between advantaged and disadvantaged remains a concern therefore this continues to be an area of focus.**

Reading:

Success criteria: KS2 reading outcomes in 2024 show that more than 60% of disadvantaged pupils meet the expected standard.

Starting point January 2022

Year 6	January '22	July 24
ALL	61%	81%
D pupils	50%	85%

Comment: This continues to be an area of focus. Although all pupils reached the target of 60%. Only 42% of disadvantaged pupils met the expected standard. (July 22)

Comment: The outcomes this year were disappointing and lower than expected. This is a priority on the SIP for 23/24. (July 23)

Overall Comment 2024: **Significant progress noted in July 2024 data. Reading continues to be an area of focus as data varies across the school.**

Challenge 3: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in **maths**.

Success criteria: KS2 maths outcomes in 2024 show that more than 65% of disadvantaged pupils meet the expected standard.

Starting point January 2022

Year 6	January '22	July 24
ALL	64%	70%

D pupils	67%	62%
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Comment: This continues to be an area of focus. Although all pupils reached the target combined only 58% of disadvantaged pupils met the expected standard. (July 22)

Comment: The outcomes this year were disappointing and lower than expected. This is a priority on the SIP. (July 23)

Overall Comment 2024: **This continues to be an area of focus and remains on the SIP (July 24). Although some limited progress is noted, Quality First Teaching and intervention remain a priority.**

Challenge 4: Our assessments, observations and discussions with pupils and families have identified **social and emotional issues** for many pupils. In addition, **lack of enrichment opportunities** during school closure is a common feature as is to lack of resilience and low mood/anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.

Success criteria: Sustained high levels of wellbeing from 2021/22

Comment: School recognises the positive contribution enrichment opportunities has on attainment, self-esteem and enjoyment for all pupils including those who are disadvantaged. Opportunities were increased last year. We intend to build on this over the coming years including areas such as writing where real life experiences will be embedded into units of work. (July 22)

Comment: School has continued to build on enrichment opportunities (in house) and has focused on developing relationship with external providers including the Royal Shakespeare Company/Royal Horticultural Society/Music International. A pastoral lead is now in a position to provide more targeted wellbeing support. School is maximizing opportunities to work as part of the i-thrive model to better support pupils and families. (July 23)

Overall Comment 2024: **Social and emotional needs of pupils continue to be a concern. This is reflected in SEND register and the number of referrals made to external agencies. School will therefore continue to prioritise the mental health and wellbeing of pupils in the next plan.**

Challenge 5: Our **attendance** data indicates that attendance among disadvantaged pupils has been between 3.31% lower than for non-disadvantaged pupils.

Absences for 2018/19 and earlier:

Overall absence (4.9%) was in the highest 20% of all school in 2018/19

Success criteria: Sustained high attendance and reduce proportion of pupils in receipt of pupil premium classed as persistent absentees

Starting Point Autumn '21

ATTENDANCE	AUTUMN '21	JULY '24
ALL (225)	92.4%	92.5%
D pupils (96)	90%	90.7%

Comment: Attendance data for disadvantaged is still a concern. This needs to be a prominent focus academic year 2022/23. (July 22)

Comment: Attendance remains a concern. This forms part of our SIP 23/24. (July 23)

Overall Comment 2024: **Attendance remains a concern. This forms part of our SIP 24/25. (July 24)**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Mathletics	3P Learning
Times Tables Rockstars	Maths Circle Ltd
Purple Mash	2Simple Ltd
Number Fun	Number Fun Ltd
Oxford Owl	Oxford University Press
Ten town	Ten Town Ltd

Further information (optional)

Additional activity

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

1. Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
2. Utilising a [DfE grant to train a senior mental health lead](#). 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.
3. Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils