

# Pupil premium strategy statement: St Joseph the Worker RC Primary School 2021-2024

third year: 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** academic year) 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	St Joseph the Worker RC Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	The Governing Board
Pupil premium lead	Evelyn Clayton Headteacher
Governor lead	Antoinette Doyle, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,685
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£138,705</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Together as God's children we will love, learn, grow, and inspire. "Let your light shine!"**

Our Mission Statement is central to the work that we do. It is our aim that all pupils, irrespective of their background or the challenges they face, fulfil their full potential, and realise their God given talents in order to "Let their light shine".

At St Joseph the Worker Primary School all members of staff and Governors accept responsibility for all pupils, some of whom are not eligible for pupil premium funding but may at any point during their school career require additional support and intervention.

We will therefore consider the challenges faced by vulnerable pupils, such as those who have a disability or a social worker, young carers, those experiencing loss or other identified barriers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

It is our intention that all children make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality 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.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school led small group or 1:1 support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. 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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils.</p> <p>These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b>.</p>
3	<p>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. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in <b>maths</b>.</p>
4.	<p>Our assessments, observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils.</p> <p>In addition, <b>lack of enrichment opportunities</b> 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.</p>
5.	<p>Our <b>attendance</b> data indicates that attendance among disadvantaged pupils has been between 3.31% lower than for non-disadvantaged pupils.</p> <p><u>Absences for 2018/19 and earlier:</u></p> <p>Overall absence (4.9%) was in the highest 20% of all school in 2018/19.</p> <p>Overall absence was in the highest 20% of all school in summer term 2022 and 2023.</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>Criteria 1:</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><b>Starting Point September '21</b></p>

	<b>WELCOMM</b>	<b>September '21</b>	<b>July '23</b>	<b>July '24</b>																				
	<b>YN</b>	<b>Red-44%</b> <b>Amber-20%</b> <b>Green-36%</b>	<b>Red-32%</b> <b>Amber-5%</b> <b>Green-63%</b>	<b>Red-13% (3)</b> <b>Amber-13% (3)</b> <b>Green-74% (17)</b>																				
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	<b>YR</b>	<b>Red-29%</b> <b>Amber-29%</b> <b>Green-43%</b>	<b>Red-6%</b> <b>Amber-24%</b> <b>Green-70%</b>	<b>Red-0%</b> <b>Amber-10% (2)</b> <b>Green-90% (18)</b>																				
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Criteria 2: Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024 show that more than 60% of disadvantaged pupils meet the expected standard.</p> <p><b><u>Starting point January 2022</u></b></p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>January '22</th> <th>July 23</th> <th>July 24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td><b>61%</b></td> <td><b>54% (13/24)</b></td> <td><b>81% (22/27)</b></td> </tr> <tr> <td><b>D pupils</b></td> <td><b>50% (6/12)</b></td> <td><b>40% (4/10)</b></td> <td><b>85% (11/13)</b></td> </tr> </tbody> </table>				Year 6	January '22	July 23	July 24	<b>ALL</b>	<b>61%</b>	<b>54% (13/24)</b>	<b>81% (22/27)</b>	<b>D pupils</b>	<b>50% (6/12)</b>	<b>40% (4/10)</b>	<b>85% (11/13)</b>								
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Criteria 2: Improve phonics of disadvantaged pupils.	<p>Phonics outcomes of the disadvantaged pupils improve year by year. Pupils will improve in fluency and confidence in decoding, blending and segmenting skills.</p> <ul style="list-style-type: none"> <li>Phonics outcomes in 2024 for year 2 pupils meeting the expected standard is more than 85%.</li> </ul> <p><b><u>Starting point December '21</u></b></p> <ul style="list-style-type: none"> <li>Phonics outcomes in 2024 for year 1 pupils meeting the expected standard is more than 80%.</li> </ul> <p><b><u>Starting point December '21</u></b></p> <table border="1"> <thead> <tr> <th>Year 2</th> <th>December '21</th> <th>July 23</th> <th>July 24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td><b>80%</b></td> <td><b>97% (29/30)</b></td> <td><b>87% (26/30)</b></td> </tr> <tr> <td><b>D pupils</b></td> <td><b>67%</b></td> <td><b>93% (14/15)</b></td> <td><b>81% (13/16)</b></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 1</th> <th>December '21</th> <th>July 23</th> <th>July 24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td><b>70%</b></td> <td><b>66% (19/29)</b></td> <td><b>79% (22/28)</b></td> </tr> </tbody> </table>				Year 2	December '21	July 23	July 24	<b>ALL</b>	<b>80%</b>	<b>97% (29/30)</b>	<b>87% (26/30)</b>	<b>D pupils</b>	<b>67%</b>	<b>93% (14/15)</b>	<b>81% (13/16)</b>	Year 1	December '21	July 23	July 24	<b>ALL</b>	<b>70%</b>	<b>66% (19/29)</b>	<b>79% (22/28)</b>
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<p>Criteria 3:</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024 show that more than 65% of disadvantaged pupils meet the expected standard.</p> <p><b><u>Starting point January 2022</u></b></p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>January '22</th> <th>July 23</th> <th>July 24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td><b>64%</b></td> <td><b>50% (12/24)</b></td> <td><b>70% (19/27)</b></td> </tr> <tr> <td><b>D pupils</b></td> <td><b>67% (8/12)</b></td> <td><b>40% (4/10)</b></td> <td><b>62% (8/13)</b></td> </tr> </tbody> </table>				Year 6	January '22	July 23	July 24	<b>ALL</b>	<b>64%</b>	<b>50% (12/24)</b>	<b>70% (19/27)</b>	<b>D pupils</b>	<b>67% (8/12)</b>	<b>40% (4/10)</b>	<b>62% (8/13)</b>
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<p>Criteria 4:</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. (after school clubs/inter school competitions/specialist provision and workshops/trips and educational visits/visitors to school)</li> <li>• Timely referrals made to outside agencies for specialist support –measured termly. (SENDCO and Pastoral Lead)</li> <li>• Target groups for wellbeing through provision to support specific issues e.g. transition, friendships, ensuring that disadvantaged pupils accessing universal support (pastoral lead).</li> <li>• Transition partnership with St Patrick’s Centre of Excellence targeting disadvantaged Year 6 pupils. (Phase 3 lead)</li> <li>• Wider opportunities for disadvantaged pupils to access trips and visits in school to motivate and inspire.</li> <li>• Caritas counsellor with use STAR assessments to show progress in wellbeing and mental health.</li> <li>• I-Camhs referral to support low level mental health needs.</li> </ul>															

<p>Criteria 5:</p> <p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p>	<p>Sustained high attendance from July 2022.</p> <p>Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (Autumn '22):</p> <p>*50% of pupils meeting the absence threshold are in receipt of pupil premium. (Attendance leads/ EWO/EWO Advisor)</p> <p><b>Starting Point July 22</b></p> <table border="1" data-bbox="536 450 1369 629"> <thead> <tr> <th data-bbox="536 450 759 501">ATTENDANCE</th> <th data-bbox="759 450 986 501">JULY '22</th> <th data-bbox="986 450 1177 501">July 23</th> <th data-bbox="1177 450 1369 501">July 24</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 501 759 555">ALL</td> <td data-bbox="759 501 986 555">92% (215)</td> <td data-bbox="986 501 1177 555">91.9% (217)</td> <td data-bbox="1177 501 1369 555">92.5% (218)</td> </tr> <tr> <td data-bbox="536 555 759 629">D pupils</td> <td data-bbox="759 555 986 629">89.5% (85)</td> <td data-bbox="986 555 1177 629">90.7% (90)</td> <td data-bbox="1177 555 1369 629">90.7% (99)</td> </tr> </tbody> </table> <p><b>*including Covid related absence-tested positive or self-isolating due to symptoms and awaiting PCR confirmation.</b></p>				ATTENDANCE	JULY '22	July 23	July 24	ALL	92% (215)	91.9% (217)	92.5% (218)	D pupils	89.5% (85)	90.7% (90)	90.7% (99)
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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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</b></p> <p>a. Consistent approach to the teaching of writing across the school using The Literacy Tree scheme of work.</p> <p>b. Consistent approach to the teaching of maths across the school using White Rose scheme of work and supporting resources. Maths Hub support timetabled including Action Research Project.</p> <p>c. Consistent approach to the teaching of phonics across the school using RWI and subscription to the Ruth Miskin Portal. Consultant advisor.</p> <p>d. NFER summative and diagnostic assessment materials support teacher judgements, track progress and inform practice.</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 standardised assessments. Supporting resources:</p> <p>The EEF's <a href="#">guidance reports</a> 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 <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</p> <p>Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p>	<p>1,2,3</p>

<p>a. Maths lead to work with Math Hub North-West to develop subject knowledge. Y5, Y4 and Y1 teachers participate in relevant training to support knowledge and understanding of maths mastery.</p> <p>b. Utilise The Literacy Tree resources and CPD opportunities to develop a whole school approach to writing.</p> <p>c. Access RWI training materials (on Ruth Miskin Portal) and consultants support to build on phonics teaching and expertise within the school.</p> <p>d. Catholic Primary School Partnership CPDF subscription.</p> <p>e. Educational Psychology CDP offer and PIT training offer.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <p>The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</p> <p>The EEF's <a href="#">‘Effective Professional Development’</a></p> <p>guidance report offers support in designing and delivering PD and selecting external PD.</p> <p>The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as <a href="#">‘Considering a balanced design’</a>, and more <a href="#">here</a>.</p>	<p>1,2,3</p>
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<p><b>Mentoring and coaching</b></p> <p>a. Provide high quality mentoring and CPD for ECT in partnership with Bright Futures .</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> <ul style="list-style-type: none"> <li>• The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the <a href="#">‘Effective Mechanisms of PD’</a> - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</li> </ul>	<p>2,3</p>
<p><b>Technology and other resources focused on supporting high quality teaching and learning</b></p> <p>a. Improve IT infrastructure. (faster broadband connection/telephony and Wifi)</p> <p>b. Purchase new laptops to support teaching and learning in the classroom.</p> <p>c. Using technology to support retrieval practice and self-quizzing.</p> <p>d. Learning platforms (Purple Mash, TTRS etc.)</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</p>

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

Budgeted cost: £40,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions to support language development, literacy, and numeracy</b></p> <p>A. Speech and Language Therapist employed for assessment and intervention work in EYFS and throughout the school.</p> <p>B. Wellcomm assessments-baseline in Nursery and termly</p> <p>C. Nuffield Early language-establish small groups following baseline assessments.</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, whilstnot inhibiting pupils’ access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF’s <a href="#">‘Selecting Interventions’</a> tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	<p>1</p>

<p><b>Teaching assistant deployment and interventions</b></p> <p>a. Teaching Assistants timetabled to maximise curriculum support (especially phonics, English and maths).</p> <p>b. Learning interventions are short, clearly focused on outcomes and support the core curriculum and PHSE and mental health.</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 class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>• The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a>.</li> </ul>	<p>1,2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <p>a. School Counsellor from Caritas employed to work with vulnerable children and families.</p> <p>b. EP and EP assistant employed to support pupils and families with SEND.</p> <p>c. Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</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> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul>	<p>4</p>

<p>d. SENDCo to provide support in the form of mentoring and coaching to teachers and support staff.</p> <p>e. SENDCo to work with local cluster of schools and SEND lead from LA.</p> <p>f. Pastoral lead supports Early Help and vulnerable families-allowing them access to key services.</p> <p>g. Engage with THRIVE in Education and all services available to support pupils.</p> <p>h. Pyramid club intervention. (Autumn 2)</p>	<p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and <a href="#">behaviour interventions</a></p>	
<p><b>Supporting attendance</b></p> <p>a. To review current approaches and procedures including policy.</p> <p>b. Access relevant CPD (LA/DFE etc.)</p> <p>c. Pastoral lead to work in partnership with the Attendance Officer and Attendance Advisor (LA).</p> <p>d. Formulate a plan of action based on latest research and DFE guidance. (Working together to improve school attendance).</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on '<a href="#">Working with Parents to Support Children's Learning</a>' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>5</p>

<p><b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</b></p> <p>a. Broaden extra-curricular opportunities and trips offered to pupils in school.</p> <p>b. Participate in Young Voices event.</p> <p>c. Participate in Singing Programme (Salford Diocese).</p> <p>d. Empowering pupils leadership development (Bright Leaders/Rock Kidz programme)</p> <p>e. Utilise links with local charities, schools and organisations to access extra-curricular programmes. (Foundation 92/Shine/ Youth Service/MUFC)</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">arts participation</a>.</li> </ul>	<p>4, 5</p>
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**Total budgeted cost: £138, 705**

# 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 2021 to 2022 academic year.

**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% Amber-20% Green-36%	Red-13% (3) Amber-13% (3) Green- 74% (17)
D pupils (4)	Red-57% (4) Amber-14% (1) Green-29% (2)	Red-10% (1) Amber-10% (1) Green-80% (8)
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D Pupils (10)	Red-11% (1) Amber-33% (3) Green-56% (5)	Red-0% Amber-25% (1) 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%

**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

Programme	Provider
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

### **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

